DOCUMENT RESUME

ED 087 558 PS 007 074

TITLE	Developing Training Support Systems for Home Day Care.
INSTITUTION	Colorado State Dept. of Education, Denver.; Denver Community Coll., Colo.; Durango Community Coordinated Child Care (4-C) Council, Colo.; Mile High Child Care Association, Denver, Colo.
SPONS AGENCY	Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.
PUB DATE	Jun 73
NOTE	55p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Attendant Training; Child Care Occupations; *Day Care Services; *Educational Programs; *Guidelines; Preschool Curriculum; Program Coordination; *Program Planning; Training Objectives; Working Women
IDENTIFIERS	Day Care Home Mothers; *Training Support System

ABSTRACT

An outgrowth of a 3-year training project for day care home mothers in Colorado, this booklet is designed for people who recognize their community's need for training and support for day care home providers. Suggestions indicate how this model program may be modified to fit local needs and available resources. The major portion of this booklet is devoted to practical guidelines for the planning and implementation of a Training Support System for Day Care Home Mothers. Included are a course outline and information on relevant readings, films, and hand-out materials. (CS)

ED 087558

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

Developing Training Support Systems for Home Day Care

PS 007074

The work presented or reported herein was performed pursuant to a grant from the U.S. Office of Education, Department of Health Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U. S. Office of Education, and no official endorsement by the U. S. Office of Education should be inferred.

This booklet produced with monies from the U. S. Office of Education, Education Professions Development Act, under a grant to the Colorado Department of Education and subcontracted to the Mile High Child Care Association, the Community College of Denver, and the 4-C Council in Durango, Colorado.
June 1973

Colorado State Board of Education
Lewis E. Stieghorst, Chairman
(Second Congressional District) ..... Littleton
Robin Johnston, Vice Chairman
(First Congressional District) ..... Denver
Bill Graham
(Third Congressional District) ..... Beulah
Allen B. Lamb
(Fourth Congressional District) ..... Windsor
Maurice G. Baker
(Fifth Congressional District) ..... Colorado Springs
Colorado Department of Education
Donald D. Woodington, Commissioner
Denver, 1973
U. S. Office of Education
Joan Duval, Chief, Development Branch

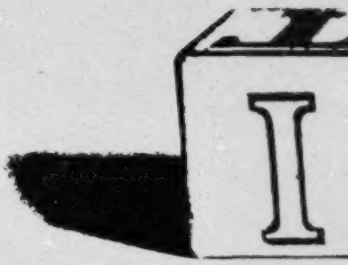
Additional Contributors and Consultants

Connie Artzer, Day Care Mother
Twyla Boe, Day Care Consultant, Children and Youth Services, Colorado Department of Social Services
Dorothy Davis, Division of Children and Youth, Denver Department of Welfare
Ernestine Harris, Field Worker Trainee
Allegra Haynes, Student
Joan Hawkes, Director, Family Day Care Program Women's Educational and Industrial Union, Boston, Massachusetts
Charlotte Hebeler, Family Day Care Director, Office of Child Development Demonstration Project, University of Colorado Medical Center
Jacqueline Hope, Day Care Mother and Field Worker Trainee
Judith Huddleston, Field Worker Trainee
Aleatha Kieffer, Day Care Mother and Field Worker Trainee
Catherine Koneya, Field Worker Trainee
Belle Lipsett, Day Care Developer, Contra Costa County Department of Social Services, Richmond, California
Beatrice Martin, Field Worker Trainee
Christine Nickel, Vocational Education Consultant, Home Economics Education, Board of Vocational, Technical and Adult Education, Madison, Wisconsin
Edna Oliver, Coordinator, State of Colorado 4-C, Colorado Department of Social Services
Blanche Reed, Day Care Center Director, Mile High Child Care Association (former day care mother and field worker trainee)
Ellen Reed, Day Care Mother
June Sale, Director, Community Family Day Care Project, Pacific Oaks College, Pasadena, California
Marianne Sweger, Day Care Mother and Field Worker Trainee
Anna Sundwall, Family and Child Welfare Service Community Services Administration, S.R.S. H.E.W. Region 8
Thelma Valenstein, Director, Educational Day Care Program, School of Education, University of Michigan

David Carlson, planning charts
Zoe Von Ende (Lappin), writing assistance
Red Gates Studio, cover design and layout

Elizabeth Kester, Licensing Administrator, Colorado Department of Social Services
Carmen Archuleta, Day Care Mother

Elizabeth Kester, Licensing Administrator, Colorado Department of Social Services
Carmen Archuleta, Day Care Mother



Overview of the Booklet

1 Introduction 4-6

2 Description of Colorado Training Project for Day Care Home Mothers 1970-1973 7

3 The Story of a Day Care Home Mother Trainee 8-13

4 Planning a Training Support System for Day Care Home Mothers 14-27

Establishing philosophy and goals
Setting the climate
Choosing a staff
Planning a core curriculum
Deciding whom to include
Determining length of program
Planning for continuity
Seeking program sponsors
Establishing the structure of the system: two proposed methods
A coordinator approach
A more complex outreach system
How the outreach system might work for a day care mother
Procedures for program planning with planning charts

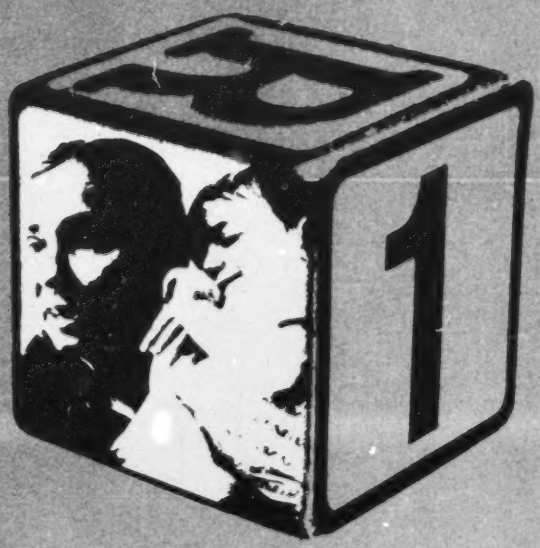
5 Implementing a Training Support System 28-36

The importance of staff attitudes
Use of field workers
Recruiting the day care home mothers
Incentives for day care home mothers
Refining the curriculum
Methods of training
Assignments—some pros and cons
Tests and grades in a college-based program
Evaluation and its importance

6 Appendix 37-52

Resources for Program Planners:
Readings and Films
Resources for Use in Day Care Home Mother Training
Readings, Films, and Handout Materials
Community College of Denver Nine-Month Course Outline
Description of a Day Care Mother Training Program in Contra Costa County, California
Basis for Proposal in Law
Some Special Considerations Concerning Home Day Care in Low-income Areas

1 Introduction



☐ No longer are Americans arguing whether mothers should work outside the home. That question was settled—for the most part—a decade ago. The fact is, about six million mothers of preschool children do work outside the home. Now the question becomes, who takes care of the children? Often the extended family cannot be counted on, because relatives are themselves working or live far away. That leaves care of many children to non-family members, either in or out of the children's homes.

☐ Recently, the major thrust has been toward establishing day care centers. Perhaps because Head Start and other early learning programs were located in centers rather than homes, much of the research emphasis and money available have gone into designing, building and equipping group care facilities for children. Training money also has been spent on persons working in center-based programs.

☐ President Nixon's veto of the Child Development Act of 1972 dimmed hopes for large expenditures of Federal funds for subsidized center programs. Now some social planners are turning their attention to home day care.

☐ Home day care is already being well used by parents, accounting for about 85 per cent of all children in care. However, little attention has been paid to the kind of environment existing in individual day care homes, the materials, equipment, or nutrition provided to the children, or to the qualifications of the caretaker. Licensing of homes is generally based on minimum standards, and is largely concerned with physical space, and health and safety aspects of the home. In addition, most home day care probably takes place in unlicensed situations, although actual statistics are not known. People concerned with the welfare of young children insist that home day care should receive more attention and money in the near future.

☐ There are several varieties of home care—24 hour foster care, care in the child's own home, relative care, and care in a day care home. This booklet will concentrate on day care homes and day care home mothers, although much could apply to the other forms of home care.

☐ A day care home mother cares for other people's children in her home while the parents are working. The number of children in each day care home is relatively small—from one to six, including the woman's own children. The children may range in age from infancy to age 12. School-age children are in the day care home before and after school and during school holidays and vacations.

☐ Large numbers of mothers will work throughout their children's formative years, so home day care in an important social institution. Many children go into a day care home at an early age and may remain with the same day care mothers when they are school-age, for before and after school care and during the summer. Taken as a whole, home day care is a vital service to the nation as well as a small business to the person who

provides it.

☐ Of great concern is the quality of care given children who spend most of their waking hours in day care homes. Although the women who take in children are still usually called "babysitters," the care they're expected to give is far from merely custodial. The ability to provide quality care is not entirely instinctive to women, though some popular thinking has it that caring for children—any age in almost any circumstance—comes as naturally as growing hair. A great deal of this ability has to be learned, and often requires direction, support and sometimes even a bit of reassurance from early childhood professionals.

☐ Of course, some of the elements of quality care for other people's children do come naturally to a day care mother. But problems arise for which she may have little expertise or information, and she may not know where to seek help. For instance, how does she recognize serious emotional distress, and how does she deal with it? How does she handle her feelings of hostility and/or sympathy toward the mother whose children she's keeping? How do her own children and husband fit into the picture? Does she have the stamina to deal with five energetic charges all day and still have what it takes to care for her own family at the end of the day? What does she think of herself and what she's doing?

☐ Day care mothers need training and support, which means recognition, compensation, and the use of community services to help them in their important work. But few training support programs exist. Not only is there little money available to start or run such programs, but there is little clear-cut responsibility as to who should do the job, what the training should encompass and what should be done to provide continuing assistance to day care mothers. The few programs in the nation which have been developed to train such mothers have been faced with a multitude of problems, not the least of which is the overwhelming one, "Where do I begin?"

☐ This booklet is designed for people who recognize their community's need for training and support for day care home providers and hope to establish a program. These people include social workers, departments of education personnel, vocational education specialists, politicians, day care consultants, employers, early childhood education advocates, home economists, community planners and finally, the two groups most ardently concerned about good day care: parents and day care mothers themselves. Trainers of in-home care providers or providers of 24-hour foster care may also find the book useful.

☐ The experiences and projected ideas related in this booklet come largely from a three-year training project for day care home mothers in Colorado, and are meant to provide suggestions which may be modified as local needs and available resources indicate. There are still more questions than answers. This booklet does not deal, for instance, with delivery of the comprehensive health, social, and psychological services to home day

care which have been available in Head Start programs. In some cases, such services are severely needed. Also needed are referral services for parents to find suitable day care homes as well as centers for their children, and for day care home mothers to find children compatible to their homes.

☐ Perhaps the beginning training support systems herein described can be used as vehicles for developing those additional needed services. It is hoped that what is here can serve as a springboard for many programs in the evolution of quality home day care.

2 Description of Colorado Training Project for Day Care Home Mothers 1970-1973

☐ As part of a nationwide effort by the Bureau of Educational Personnel Development, U.S. Office of Education, to provide training for persons in the early childhood field, a three year grant was given in 1970 to the Colorado Department of Education for the training of day care home mothers. No substantial training of day care home mothers in Colorado had been undertaken previously, so the Project was experimental in nature and involved considerable evaluation and revision over the three years.

☐ Part of the program was sub-contracted to the Community College of Denver, which provided three nine-month training programs for a total of 180 women. Trainees attended classes once a week over the nine-month period and received nine quarter hours of credit. Total cost for the three-year training program was $146,000.

☐ Full-time Community College training staff included the Training Director and Field Work Supervisor. They were assisted by a corps of part-time Field Worker Trainees, some of whom were former day care mothers, and all of whom had had previous experience working with children. The Field Worker Trainees received on-the-job training while making home re-inforcement visits to day care mothers enrolled in the classes. The Field Workers attended classes with the day care mothers and also received college credit. There were 10 Field Workers the first year, and six each of the other two years.

☐ In the third year of the Project, another component was added. In Durango, Colorado, a small mountain community, a nine-month training program for 20 women was carried out through the Durango 4-C (Community Coordinated Child Care) Council and Fort Lewis College. Class members consisted of licensed and unlicensed day care mothers, relative caretakers, and child care workers in day care centers or pre-schools. Staff were a part-time Administrative Coordinator, an Instructor of Child Development from Fort Lewis College, and two part-time Field Workers. Cost of the training was $12,933.

☐ Overall coordination and leadership for the Project was furnished by the Project Director, who was not directly involved with the training, but held conferences, sent out newsletters, and carried on activities to stimulate interest in and facilitate family day care training and training of other early childhood personnel throughout the State. She was stationed at the Mile High Child Care Association, a community child care agency. A policy making board of three people represented the Colorado Department of Education, Community College of Denver, and the Mile High Child Care Association. An outside evaluator from the University of Colorado completed the Project team.

3
The Story of a Day Care Home Mother Trainee

☐ Following is the personal story of a day care mother who participated in the Community College training program in 1971-72, and then went on to become a Field Worker Trainee the following year. She is now working as a Field Worker in another day care mother training program. The day care mother is 34 years old, married, and has two children, aged 6 and 9.

☐ "I started in home day care about seven years ago. We needed to supplement our income, and my daughter was about two years old. I could see she needed some companionship. I first heard about the need for being licensed through a neighbor. I am not sure how I found the right department to call for a license, but someone did come out. I filled out papers and they impressed upon me the need for coming in and inspecting the house. They didn't seem interested in the kind of person I was, but were more interested in how many square feet I had in my house. I finally did get the license.

☐ I didn't have any friends doing day care, so everything I learned was learned the hard way, and I really had to make lots of mistakes in order to get myself together—all the way from fees to how to discipline children to how to deal with the parents. As I look back at the awful mistakes I made—some of them were really blunders—I know I could've used help. I'd have liked more contact with other day care mothers, with some professionals maybe, or some referral agencies so I could have done a lot better job for my own family, the child's family and the child.

☐ As I look back now, I really see the need to make the homes *family* day care homes, to include your own family, and not see it just from the part of the day care mother or the day care child. That's because your own family is really affected by the demands that are made on you, and they really have to be willing to help you in all kinds of ways whether it is taking care of a sick child when it's time to make dinner, or having a child come in once or twice at 5 o'clock in the morning, or having children that aren't picked up until 9 or 10 o'clock at night. I went through all these kinds of things. My husband took over a father role on one occasion and he really was the father to this little girl for six or seven months.

☐ In many ways, I think it has really helped my own children. We have decided to limit our own family and this is a good way to extend our family and let our children know what it is to share. By sharing I don't mean sharing toys or a swing. I think most children are able to deal with that if they get into a group. What I mean is seeing the parents sharing their own time with other adults when there is a problem with the day care children, or for them to share their time in caring for a day care child.

☐ One of the hardest things for me to deal with was the 'babysitter' image—trying to get people to understand that what I was trying to do was more than just give custodial care, and that home day care mothers provided more than just snacks and Sesame Street in the morning and a nap in the afternoon and a safe place

to keep the children off the street.

☐ One time my parents stayed with us for about two weeks. My mother saw everything that was going on and she said, 'Why don't you stop doing this and get yourself a real job?' That was such a putdown for me!

☐ As I look back though, I have lots of good memories of the things that happened. One thing is Kimmy, a day care child we had for four and one-half years, from infancy until I closed my home. For about two months, every night when her mother picked her up she would go to the door with her mother and turn around, look at me and say, 'Goodby, you big dummy!' It is really fun to think of Kimmy being so comfortable at my home that if she felt like saying 'You big dummy!' that is exactly what she could do.

☐ About three years after I started in day care, I did make contact with other day care mothers. We were starting to share some ideas, problems, and to help each other with referrals. I developed some close friendships, and it was through one of these women that I got some information about the EPDA Training Program. She had received a letter and she said, 'Why don't we check into it?' We did. From the contacts I had, even though they were limited, I did notice some really bad care in licensed homes. I had a feeling that the State eventually would demand some kind of training.

☐ A staff member came out and interviewed me, and it really sounded good. Carolyn and I were both accepted into the program and it was an ego trip for both of us because neither of us had ever been in any kind of a college program before. It was fun to write to people and say, 'Wow! I am taking a college course,' and to say, 'Look, I'm even making some money for going to class.' Right there, it made it sound like this day care was more than just babysitting.

☐ The first class was mostly signing admission papers and getting acquainted. Meanwhile, Carolyn and I had been assigned the same field worker, and we couldn't imagine what she would do in our homes, and we called each other about six times asking questions like, 'What's she like?' Or 'Do you think we'll have to clean our house everyday?' As soon as I met the field worker, I knew that she was as nervous about meeting me as I was about meeting her, and eventually, we developed a close friendship.

☐ The second class was on first aid and it really turned me off because I knew that the man presenting the information wasn't doing it right. I came home and told my husband I didn't want to go back, that it was a waste of time. He said I should try one more class. I did and it was by a pediatric nurse who was fantastic. I learned so much that time, not by the kind of lecture she gave, but by questions from the other day care mothers. It just opened a whole wide field.

☐ After that I was more comfortable with the other mothers and I met people who had been in day care for as much as 17 years and we were all saying the same things: 'Why didn't anybody ever tell me this before?' 'Why didn't anybody help me when I was raising my own

children?' They made me much more comfortable and I really liked the way the class was set up. I liked the sharing and I especially liked making toys. I always liked craft projects and making things from scraps, and this just really turned me on. I learned by making those toys what would stimulate a child of a certain age, because I had to think in those terms when I made that toy. I did make a lot of mistakes but even then I learned a lot.

☐ I could really see myself changing as we went through the program. A class on language stressed the need for talking to children. It really didn't hit me in class but as I went through the next couple of weeks I realized that I wasn't talking to the children as much as I needed to. I had gotten addicted to talk radio. It was an adult's voice, not a child's voice, and it helped me get through some bad days. But after the class about language, I found myself talking to the children much more and cutting back on the time that I was listening to the radio. I also found myself using much more music and it was so nice to have a lecturer say it is a good thing to sing while you are working because it is what I usually do. But I guess I really hadn't thought of it in terms of teaching children music while doing housework. I soon noticed the children were picking up on the kinds of songs I was singing.

☐ Whenever the field worker came into the house, she would bring some toys with her and both I and the children really looked forward to this. We were able to use toys that I didn't know existed before and I found myself making toys at home with some things around the house and I'd duplicate things in the toy library. I really learned a lot by using the toy library—toys, books, and records. The field worker was so fantastic in the science area and I learned a lot from her. The children and I did simple experiments and I shared some ideas with her. I will never forget one of the times when she came. Somehow we got talking about 'Sesame Street' and I guess I assumed that since I saw her as my teacher, I was supposed to say 'Sesame Street' is really great. But somehow I didn't say that to her. I said I thought 'Sesame Street' was really dumb and she got to talking about what was really valuable in children's programs. It was so neat to be able to say that to her and not be feeling put down by it because I couldn't stand the noise of 'Sesame Street.'

☐ As the program continued the people became better acquainted—they were exchanging ideas about rates and problems with children. It was a real revelation to me to find out that many day care home mothers were only making $2 a day. I just couldn't believe it. Many day care mothers that were working for the local child care agency were really bitter about how they were isolated and the amount of money they were making. At a Christmas potluck for day care mothers, a social worker from the agency sat at my table, and he told us that even though day care mothers in his program were paid only $2 per child per day they had no trouble recruiting them. I thought I was going to come unglued. From that

time on I knew something had to change. People had to get together and I think that night was when I started thinking about maybe a boycott or a strike. I couldn't really get it together in my mind. It was ridiculous because the people that were making $2 a day often had to deal with children with special problems. They were working harder with the children than I was and I was making twice as much money as they were.

☐ As the course continued, I could see a change in the day care children that were in my home and in the family's attitude toward me. I had a much better feeling about what I was doing, about the kind of care I was giving, the kind of service I was providing. It was really fun because I saw that the paren[redacted] providing more at home for the children, espe[redacted]n the art area. Sometimes the children would t[redacted]ctures home that they had drawn here and often [redacted]came back in the morning with similar things that they had done with their parents at home. The children had actually asked to do these things at home. We would then display these pictures on the door in my kitchen—an idea I got from class. Sometimes I would give the parents the recipes that we got in class or share art materials with them. I helped one mother who had a hard time with a birthday party for her child.

☐ When one father, who was a college student, saw what his daughter was doing at my house, he brought a book for me. I know he was late for class one morning because he stayed with us just going through this book, and talking about the things that Jenny, his daughter, was doing. It was really a beautiful experience because I could see that he was interested not only watching his own child but in the other children.

☐ In January I was asked to serve on a committee to plan for a conference for family day care. This was a neat experience for me because I got to meet lots of people whose names I had heard before, but I didn't really see them as 'live' people interested in children and day care. I had been told that they were more interested in day care centers and I found out through meeting them on this committee that they were concerned about what was going on in day care homes.

☐ As a result of the conference there was the beginning of a day care mother organization formed. It seemed to take a long time to get it off the ground because we were really amateurs at organizing. We just didn't know anything about it—how to contact lawyers, how to even conduct a meeting—it has been a really long, hard struggle. I think as I look back now that in forming an organization you need someone on the outside helping you, telling you how to contact the right people, how to avoid the kind of personality conflicts that happened in the organization. One thing that has held this organization back was that in the beginning there were some personality conflicts between three or four people which has really been detrimental to the progress of the organization. It is difficult for day care mothers to work in an organization because many of them are already involved with PTA, church, and other

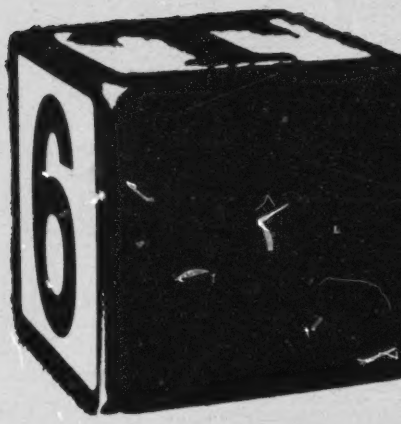
community groups and this is one more thing, one more hassle that they don't want to go through. I think a lot of people that get into day care work in the first place are people who don't drive, people that don't want to be hassled by a lot of political maneuvering, people that just want to do their own thing. It's hard to get people like that to come out to an organizational meeting or do any work for any kind of a structured organization.

☐ As I look back on the hassle we had with the Welfare Department trying to get them to increase their rates we really did learn a lot by it. You can call Welfare Department people a lot of dirty names, and that is exactly what we were doing at that time, but the political reality is that they need the community pressure, they need to have people from the outside say 'You have got to increase that rate,' because any kind of increase in their budget needs to be justified. There are a lot of people in the agency who know it needs to be done but they need help from the community to change the policies. If there is another issue that we need to fight, we won't just go directly to the agency that we are working with, but we'll also go to other community groups and we'll try for newspaper coverage.

☐ Later, I was asked to become a field worker. I was really anxious to become one because it was a chance to get out in the community after seven years and do something different. Being in day care is really hard physical work if you are doing any kind of a job and you have your own children, too. I really wished that the training period for the field worker had been much longer and I wish I had approached it with more of an open mind. In the communication workshop I was exposed to new ideas but I really turned it off. But when I got into the field I reviewed my notes. They did help me because I found that I wasn't the expert I thought I was and I was learning as much as the day care mothers whom I visited, although they did things so completely different from the way I had seen before. I learned that just because someone doesn't really go for art and craft activities for children it doesn't mean that they aren't doing a good job. Maybe they take more field trips, maybe their children are encouraged to do more cooking. Sometimes they are just not comfortable doing the finger painting or the water play and we aren't really seeing what is going on in the home. You always have to approach these homes as a place of learning.

☐ Some of the visits were really frustrating. In one home I witnessed some really bad verbal abuse of children and it went on not just for one visit but several. I'd go home and I'd try to talk to my husband about it and I'd start crying because I could see my own children in that home and it was so frustrating because I knew I wasn't doing anything there. I wasn't changing anything. In this one case I don't know if this program or my visits or social services or anyone has made any change in that home. I still sometimes try not to think about it because I feel like I was such a failure in that home.

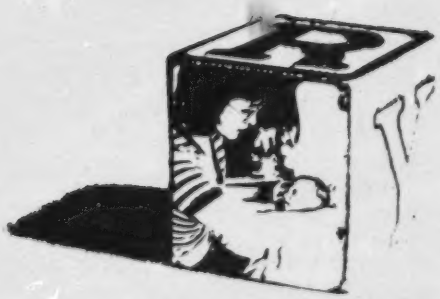
☐ I also saw some really terrific things. In one home there was a child with a visual problem which was really



quite serious and the day care mother wasn't getting any cooperation from the parent. This child, Shannon, was 22 months old. She could just barely crawl and she wasn't communicating with anyone. The first time I saw her I couldn't even get close to her. It took about two or three visits before I could touch her arm, she was so frightened; but I could see this day care mother really caring and really working with her and making such a difference in that child's life. Recently I talked to this day care mother and she was telling me how far Shannon has gone. Her mother took her shopping and she tried to run away from her mother. This was a child who six months ago could barely crawl. I remember how happy we were the first time I heard that Shannon pulled one of the other children's hair. It meant that she was finally coming out of her shell. This would be a bad habit for another child to start but for Shannon it was really neat that she started pulling other children's hair.

☐ Towards the end of the program when we looked back to evaluate the training, it was clear to me that the Field Workers needed more skill in communicating with day care mothers and staff. We would have saved a lot of valuable time if we had known how to talk and listen to other people more effectively.

☐ The program has opened new areas for me. I know that when I really believe in an issue, and have a feeling that what I'm doing is the right course of action, I'll work much harder now to see that issue resolved. How children are treated in day care homes will many times shape the kinds of lives they will lead in the future. That is why I believe that any program that affects day care homes must be as good as the people working on it can afford to make it."



4 Planning a Training Support System for Day Care Home Mothers

☐ "I understand all the theories about why Mary Jo sucks her thumb," said Mary Jo's day care home mother. "It's her security, like some kids haul blankets around. But what I want to know is how do I get the thumb out of her mouth?" That hypothetical monologue illustrates a basic consideration in beginning to plan a program to train day care home mothers. The training must be concerned mostly with the day-to-day problems of the women, and the theory presented must have practical application. Also, training must start with the day care home mother, who should be included in planning right from the start. She should be talked with and listened to, individually, or in groups, about her needs and problems.

Establishing Philosophy and Goals

☐ Basic philosophical questions for planners to consider are: What are the characteristics of an effective day care mother, and what skills, attitudes and understandings does she need to have? Thoughtful discussion of these questions by planners and day care mothers at the very beginning will help put the program on a firm basis.

☐ Some answers might be: a day care mother must be empathetic—able to "read" other people, and have genuine regard for them. She looks for the positive rather than the negative. She is "together"—her behavior is consistent with her feelings. She is aware of her own feelings and can express them openly. She is able to interpret other people's feelings accurately. She knows how she affects others and how they affect her. A day care mother must also have the emotional and physical energy which goes with good health.

☐ Important to any program is establishing philosophy and goals. One of the major goals must be raising the status and eventually the income of the day care mother. (Day care home mothers in the Denver area make between $2—$6 per day per child, and in this society, low pay and low status seem to go together.) All goals, of course, eventually lead to the well-being of the child in the home. If the day care mother is an effective person, the child will benefit; if not, he will probably suffer.

Setting the Climate

☐ Planners must then ask themselves: what conditions can we create to allow people to grow in these directions, to change attitudes? Setting a climate which encourages interaction is essential, and the staff themselves must set an example of the growth-producing qualities described above. For example, group meetings should be held in comfortable and informal surroundings with seating arranged in a circle or around a table rather than in classroom type rows. Adult sized chairs must be available. Staff members must help day care mothers feel part of what is going on, responsible, yet free. One day care mother described an ideal staff member as, "Someone that isn't 'perfect.' Someone that tries to get the class to mix and feel at home. That's very

important in order to freely speak up and speak your mind."

Choosing a Staff

☐ In addition to growth-producing qualities, staff for a training support system need particular skills and knowledge. Ideally, the staff should include at least one person with basic knowledge of child development, and someone with strong social work skills. Staff at the Community Family Day Care Project at Pacific Oaks College in Pasadena agree with the Denver Project Staff that persons in these positions do not necessarily have to have college degrees, but they must have good skills and knowledge in the areas mentioned, be good listeners, and know community resources.

☐ At this point in the development of day care, some training staff are likely to be just entering the home day care field from experiences with Head Start, pre-schools, child care centers, or home economics education. They may be very child-oriented but more in tune with group care in centers than with family care in homes. They must learn from the day care mothers at first about family care, and then apply their expertise where needed. Reading can be helpful as well, since home day care has been researched and eloquently described. See Resources section.

Planning a Core Curriculum

☐ Another question for planners is: what skills and knowledge must day care mothers have and how can this skill and knowledge be transmitted to the mothers?

☐ Here again it's best to ask the day care mothers. The Denver Project did, and their answers boiled down to a core curriculum revolving around six areas:

1. Home child care and what's involved—building the self-image of the day care mother.
2. Person-to-person relationships.
3. Child development.
4. Child care routines.
5. Providing a learning environment.
6. Day-to-day problems.

☐ Whichever major areas are decided upon, the planners must expand and elaborate upon them in the implementation process. The Denver training program developed a detailed curriculum which covered nine months. See Resources.

Deciding Whom To Include

☐ Program planners could decide to include any of the following in the training program:

1. Licensed or certified day care mothers under the aegis of a community day care agency. This would amount to an inservice training program, and could be carried out by agency staff, perhaps in conjunction with day care center staffs, and using community resources.
2. Licensed day care mothers in a county or state. This group could most easily be reached because the licensing agency would have names and addresses, and there is ongoing contact.
3. Unlicensed day care mothers. Reaching this group

is difficult because unlicensed mothers may be hard to find and reluctant to become involved. This group would also include relative caretakers, who do not have to be licensed.

4. Persons not presently caring for children but who might become interested in starting day care homes. Some projects may wish to recruit such persons and work with them from the beginning. A new group of people might be brought into the field, including young unmarried women or even men who want to work with children, or additional older men and women with empty nests who want some meaningful work. The methods of recruiting might include going to high schools or colleges, men's and women's clubs, etc. However, the trainers must accept the fact that some of their trainees would never actually go into home day care, and some training money would be wasted. Since there are so many people who *have* been in home day care and have accepted its difficulties, investing in them might bring better results.

5. A combination of the above, as well as child care workers in centers could be included in training programs in small towns or rural areas. In the Durango training program, such a mixture produced a stimulating class.

☐ In deciding for whom to provide training support systems, it is hoped that planners will consider the circumstances of day care providers in low-income areas. There is a section detailing some of these circumstances in the Appendix section.

Determining Length of Program

☐ The 31 weeks in a row, three academic quarters, of the Denver and Durango programs were too long, training staff and day care mothers believe. Staff of the Pacific Oaks Project agree. Shorter segments would be better, perhaps 10-12 weeks.

☐ In the first two years of the Denver program, classes were held in the afternoon. Lack of transportation and finding substitutes to care for day care children so day care mothers could attend class caused continual problems. In the third year all classes were held in the evening when the mothers could use the family car and husbands and older children could stay with the younger ones. Some mothers actually prefer daytime meetings because they like the break in the day, and don't like to leave husbands and families at night. Some programs may be able to provide transportation and child care facilities.

Planning for Continuity

☐ After the initial training, some means are needed to keep up the interest of the day care mothers, to avoid their stepping back into isolation and humdrum. There are several possibilities for keeping them involved and growing. Newsletters of day care mothers' doings, new ideas, recipes, what's going on in day care, may be largely written or collected by the day care mothers, but with typing, mailing assistance, etc. from paid staff.

Social services or licensing agencies sometimes provide this kind of help.

☐ Ongoing workshops, perhaps once a month, could be planned and carried out by day care mothers themselves with leadership and help from paid staff. A Saturday conference on family day care was very successfully planned and carried out this way in the spring of 1972 with help from the Denver program staff.

☐ Such participation can lead to the formation of a day care mothers' organization as it did in the Denver training program. Day care mothers' organizations are being formed in many places and have accomplished much. Sometimes they have guest speakers for their meetings, which is a form of ongoing training in itself. One group is planning a statewide conference. Others have worked to raise rates paid for child care by social service departments, complained to licensing agencies about inconsistencies in interpretations of licensing regulations and worked to make zoning laws compatible between city and state. One Colorado group is planning to raise money by putting together a booklet about homemade toys, activities and games especially for children in day care homes.

☐ Day care mothers' organizations may encounter pitfalls. A staff member of the Pacific Oaks Project points out that some organizations have started out well and failed in a short time. The organizations, composed of women who may tend to be independent and too busy with family and children to be great joiners, will need lots of "hand-holding." They should be encouraged to take on small projects to begin with, and to focus on attainable goals; it is easy to take on vast projects which can overwhelm the fledgling group.

☐ Those encouraging the formation of day care mothers' organizations should question themselves about their own motives. Are they helping the day care mothers organize to meet their own needs? Day care mothers in the group must also question themselves. As in any organization, a few people may gain control of the organization and carry on the activities to serve their own interests. Skilled help may prevent many of these problems.

Seeking Program Sponsors

☐ Money for training support systems for home day care seems almost nonexistent now. However, some money may be "found" by changing priorities, reallocating existing money, or presenting a program for consideration when agency budget time comes around.

☐ **Public social service agencies** seem to be natural harbors for day care home programs. However, under present Federal regulations most of the funds available to social service departments for training must go for improving day care for families on public assistance rather than for day care in general.

☐ As in most institutions, what is done with available funds often depends on the interest and leadership shown by administrators, and the enthusiasm and ingenuity of the staff. For instance, the Day Care

Developer in a county social services department in California has initiated a six-session training program for day care mothers by matching a $250 donation from a Girl Scout troop with Social Security, Title IV A funds to make $1,000, and has come up with a very creditable program for that small amount. See Resources Section for brief description. The Certifying Unit in the Denver Department of Welfare this year began a similar program of five of six sessions about the basics of home child care. Many other licensing and social service agencies provide as much as they can, usually stretching overworked staff, and on limited funds.

☐ Even with the most interested administrators and staff, the money presently available to socjal service agencies for good training support systems is simply not enough.

☐ **Public schools,** which are in touch with many families in a neighborhood, could be considered logical centers for a training support system for home child care. They also could serve as a referral center for families that need or can provide such care. Many obstacles and much tradition need to be overcome, but attempts should be made wherever there are interested people willing to try. They'll need strong encouragement and support from their community.

☐ **Adult education institutions** such as community colleges, vocational schools, high schools, and post-high school centers also are sources for training if demand can be demonstrated. Adult education institutions seem eager to cooperate once the demand has been established, but they cannot do personal recruiting for classes, check on dropouts, provide transportation or child care, make home visits and give other ongoing support of this kind. Unless persons asking them to set up such courses are very specific about what's needed, the institutions may provide an academic "taught" course without extensive participation from the day care mothers. They also may need help in locating teachers who know about home day care.

☐ In Denver, plans are underway to put some of the needed elements together in a joint venture between adult education institutions and licensing personnel. Arrangements have been made for family day care training through two avenues—Opportunity School (adult education branch of the Denver Public Schools) and the Community College of Denver. Leadership and enthusiasm exist and recruitment will be carried out by case workers from the three agencies who license/certify day care homes in Denver: Maternal and Child Health Division of Denver Department of Health and Hospitals, the Denver Department of Welfare, and the Mile High Child Care Association (the community child care agency which contracts with about 225 day care homes for care of children from low-income families). Day care mothers can choose between college-based training where they may earn credit but will have to pay a small tuition, or Opportunity School where a materials fee of $1.00 is the only cost. These options take into ac-

count the varied interests and needs of day care mothers for training. Teachers are available who have been oriented to home day care. One question is how well this plan will succeed without someone to keep it all tied together, to provide transportation for those without it, to make arrangements for child care at the training sites and all the other details which the teachers and case workers may not have time for or see as part of their responsibility.

☐ A similar system sponsored by two agencies and using adult education institutions is in Wisconsin. The program was initiated through mutual interest in the Department of Health and Social Services and the Board of Vocational, Technical, and Adult Education and has been in operation for several years. The program provides training for in-home caretakers and day care mothers. Staff of county social service departments recruit the day care mothers needing training, and request that the 10-hour course be set up through the local vocational district school. The persons teaching the course have educational backgrounds in early childhood plus some practical experience. Day care mothers pay a registration fee of $2-$4, and sometimes materials fees. The vocational districts are reimbursed for their costs from State vocational funds and some Part B—Disadvantaged Project Federal vocational monies. The county social service departments reimburse 75 to 80 per cent of the training costs to day care mothers and are in turn reimbursed by State Social Services. According to the Vocational Education Consultant, the success of the program varies from county to county. It has been least successful in urban areas, where it has been difficult to get day care mothers to attend classes, particularly in low-income areas.

☐ **Private nonprofit or voluntary organizations** can set up systems. The Women's Educational and Industrial Union in Boston, a nonprofit educational and social service organization founded in 1871, began a day care home recruitment and child care system in 1970. Parents pay the Union on a sliding scale for child care and the Union recruits, screens, trains, and pays the home day care mothers. Fees for about 25 per cent of the children are paid for with Social Security Act Title IV A funds under contract with the Department of Public Welfare. The program is also subsidized with funds raised from private foundations and individuals. The Director reports that the biggest problem is in recruiting and keeping the day care mothers. Recently, benefits for the day care mothers such as paid vacations have been added as incentives.

☐ Other sponsoring organizations could include **women's groups, employers, or labor organizations.** Only a few employers and unions have been persuaded to invest money and/or other resources in home day care. Someone to sell businesses on the advantages of good day care for their employees and to offer technical assistance in planning would help to get such programs started.

☐ In dealing with all these groups and agencies,

bureaucratic red tape may be a major obstacle. Personal politics can become involved, and absence of clear-cut responsibility and leadership can be frustrating. Before plunging into a new project, it is well to find out what has been done in the past, who in the agency might be most helpful, and who, if any, might be negative. Planners need perseverance, knowledge, and most of all lots of faith that changes can occur.

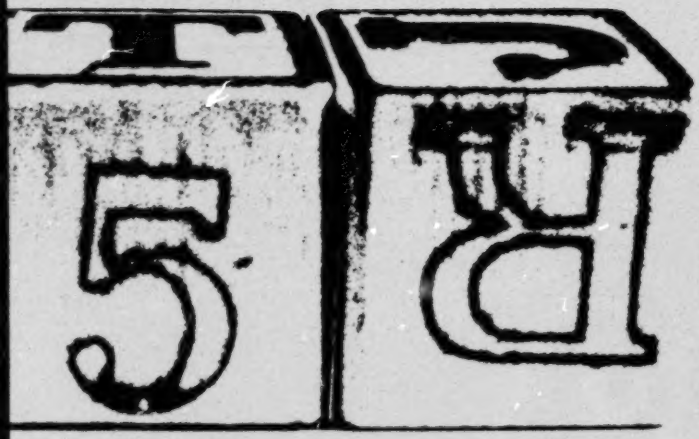
Establishing the Structure of the System: Two Proposed Methods

☐ The structure can be simple or complex depending on what is needed and the means to support it. Described below are two of the possible structures which might be used. Neither of these systems has been tried exactly as outlined, but elements of both were used in the Denver program. The first system to be described, the coordinator approach, is simple and inexpensive. Its effectiveness would depend on the skills of the coordinator, and the responsiveness of day care mothers to minimal personal contact in recruiting and follow-through. The second system is more heavily staffed and designed to reach day care mothers who are not as likely to take advantage of training without personal contact and follow-through.

☐ **A coordinator approach.** In most cities and towns, there are many community resources and agencies which could be pulled together and encouraged to work for day care mothers. Depending on the number of day care mothers involved, a one or two-person staff with an office and part-time clerical help would be needed. This staff could plan with the day care mothers to define their needs, arrange with adult education institutions and social service agencies to meet those needs and provide the links to hold the whole thing together and keep it working. The coordinator might be hired and paid by a community-based group rather than by any one public agency. Auspices could be a 4-C organization, a day care mothers' organization, women's coalition, church group, child advocacy, or any other community group which is organized out of concern for better child care. From the beginning there would be close cooperation with the licensing agency and social and educational services, but not direct affiliation. Although licensing and social service agencies do give training in many places, Denver Project and Pacific Oaks Project Staffs believe that if large scale training is to be undertaken, day care mothers would participate more freely if the training were not under direct auspices of a regulatory agency.

☐ Funds could come initially from a government source—the Office of Child Development, a state legislature, or city council. After the program got rolling, it might be supported entirely by private funds, dues from day care mothers, and from parents with children in care. An aggressive community group could bypass the government funds altogether and perhaps make faster progress.

☐ The simple system just described presumes a high



degree of motivation and feeling of professionalism on the part of the day care mothers, and might work well in suburban areas and small towns. Such mothers are more likely to respond to a notice in the paper, get to and continue attending the classes, and provide for their own child care. However, many day care mothers will not participate in such a system because there would not be enough staff provided to do thorough recruiting or provide ongoing encouragement and resources. The system would not reach many of the unlicensed persons caring for children nor some of the low-income child care providers.

☐ A program with more staff and capability for reaching out and giving individual service is needed. Although day care mothers in general would benefit from a program which offers more personal attention than the simple coordinating approach would offer, planners will have to make some choices based on cost. Priority for additional staff should probably go to reaching unlicensed day care mothers and/or those living in low-income areas.

☐ Following is a more complex outreach system for day care home mothers which was devised through brainstorming by Denver Project Staff, day care home mothers, and others.

☐ **A more complex outreach system.** The program described here will require a great deal more staff and money than the simple coordinating system, but can be projected to give training and support to the large numbers of caretakers in the central areas of a city. With modification, it might include relatives who care for children as well as day care home mothers. It is designed to start an intensive program with one or several neighborhood groups and gradually add groups as the involvement with the first groups is lessened.

☐ The program as described has not been tried in Denver, or perhaps anywhere, so it is not being advocated as a model, but merely as a take-off point for program planners. The program planning charts were devised by a mathematician who has been working with a day care home training program.

☐ The training is set up in neighborhood groups of 15 mothers each. They meet one night a week for 10-12 weeks, discussing subjects in which the mothers are most interested. There is supplemental work and resource giving through a field worker who comes to each home for one to two hours every other week for 12 to 20 weeks. The day care home mother studies or practices at home on assignments agreed upon by the coordinator and day care mother. After the 10 weeks of group meetings, she attends two or three hour workshops once a month for eight to ten months. After that the workshops are once every three to six months and at this point, the day care mothers' organization or social service agency provides ongoing "refresher" training. The field worker remains available when needed by the day care mother, at least through telephone contact.

☐ After the initial 10-12 weeks, a new group of trainees

begins. The pattern continues with gradual involvement of more and more mothers. As the group grows, more staff can be added.

☐ **How the outreach system might work for a day care mother.** A day care home mother may hear about the training program through a licensing case worker, an announcement in her neighborhood church, beauty shop or on a radio station. She may read about it in a flyer left at her door, on a bulletin board in the laundromat or supermarket, or in the neighborhood newspaper. The classes sound interesting so she calls the number given. She may have been reached through personal contact by a neighborhood "gate-keeper," or enabler who has been enlisted by the program to do recruiting.

☐ The program is explained by phone and the enthusiastic voice makes her want to know more about it. The staff person asks her whether she would prefer a visit to her home or going to a meeting. The program is then well explained, she finds out what will happen, what's in it for her and what's expected of her.

☐ She decides to join the group. The group sessions are one night a week for 10-12 weeks in her own neighborhood. She either drives and possibly picks up other women, or she is picked up in some cases by staff. If she has a husband or older children they stay with her younger children. If she must hire care, the training support system reimburses her.

☐ The classes are small and informal, and the day care home mother meets other people with the same concerns she has. The first meeting is to get acquainted. There are refreshments, and each mother tells about how she got into home day care and where she is now. The staff has previously given the mothers a list of possible areas of study, and asked them to think ahead of time about what they want and need in the training. At this first meeting staff and mothers decide together on main interests. After that the staff will refine the plans using a chalkboard and a planning chart. They will decide which areas will be covered largely in group discussions, which in home visits, which in self study or practice at home, and which in follow-up workshops, keeping in mind that the plan will be subject to alteration as evaluation indicates.

☐ The staff is skilled at leading the discussions and providing material and resources. They demonstrate a model of the kind of atmosphere for growth and learning they hope day care mothers will have in the homes for children.There will be free discussion in the meetings with a summing up at the end so the day care mothers will know that the meetings were not just "bull sessions." Staff will give leadership without control, will be sensitive about when to switch topics and how to prevent a few people from dominating the discussions.

☐ Sometimes the class meetings feature people from the community presenting material or participating in discussions—a pediatric nurse, a good children's storyteller, a home economist, a nutritionist. An expert in interpersonal relations may present a workshop on

communication skills; problems with parents and children are role-played and discussed. The day care home mother begins to see herself in a new way—she begins to feel that what she's doing is very important for children and families. She learns a lot about herself, her guilts and anxieties. The staff is skillful at helping her relieve these feelings and feel better about herself. She learns what to expect of children at different stages of development, that there are different methods of discipline. Basic first aid, health care, nutrition, toileting and self-help skills for children are covered. She makes homemade toys and equipment. From the business end, she finds out more about licensing, how to organize her home, keep tax records, ways of providing better quality care for the small amount of money she gets.

☐ Every other week, a staff member visits her in her home. This field worker brings books, toys, or other material to use with the children. Together, the day care home mother, the field worker and the children may plant beans, read a story, or picnic outdoors. Perhaps the day care mother is worried about a child who wets at naptime, or one who doesn't seem to hear well. Sometimes her own children are jealous of those she cares for. She can take up her ideas and problems with the field worker and the field worker may help her explore some sources for further help, if the problem is not resolved. The field worker may do some simple physical and developmental screening tests for the children in question.

☐ During the week, the day care mother uses some of the skills she's learned in the group sessions—a new technique for listening to children, or organizing her business records so she can take all the income tax deductions to which she's entitled. With the encouragement of the home visitor, she is able to find time for more special activities with children.

☐ After the 10-12 weeks ends, she begins attending monthly workshops at a time which is best for most of the group. One session might be on outdoor play. She finds out where she can get inexpensive material to use in her backyard to build a tire swing and tree house. She sees that play is the child's way of learning and that being outdoors part of every day, if possible, is important. She feels good knowing some of the things she has been doing all along are very helpful to the children. The next month's workshop concerns infants and their development. She likes a film she sees on the importance of playing with babies—of encouraging responses from them, of talking to them. It gives her new information to pass on to parents.

☐ Getting to the monthly workshops is sometimes a struggle. However, the good feeling she has when she sees the friends she made during the 10-week session, plus the stimulation of new ideas makes the struggle worthwhile. At the end of a long year, armed with some new and different feelings about herself, she proudly frames the certificate she gets.

☐ A day care mother may go even further. Encouraged at the start she has made, she may decide to enroll in a

course in child development at a nearby college. During all this time, she has continued to gain confidence in herself, and to see herself as doing an important job. She feels she is looked upon with new respect by the parents, and finds it easier to talk with them about their children. She joins the day care mothers' organization which has been growing in size and status also, and is beginning to have monthly meetings with workshops or guest speakers. When a child's family moves away, she may advertise in a newspaper for a replacement, or more likely, word-of-mouth has spread her reputation as a skilled, professional day care mother. At any rate, she may be able to ask more money for her services. Some parents are glad to pay more to have their children in such a good environment, but some cannot. Because she understands the position of one mother who is supporting the family, she doesn't charge her more, but an idea begins to form about working through the day care mothers' organization to go to the legislature for child care subsidies for such mothers.

☐ As the training support system expands, the day care mother may be asked to become a field worker to work with other day care mothers. Along with other former day care mothers she takes a two-week training session in communication skills and how to be a "helping" person. Now she has to use all her skill and ingenuity to be helpful to mothers and children, to become accepted and trusted. She often finds problems in the home for which she has no answer, isn't sure of what to do or say. Once a week, the field workers meet with the coordinator or field supervisor of the program to discuss these things, or they may get emergency help by calling one of these staff members.

☐ Part of the field worker training includes learning how to administer simple screening tests for hearing, vision, and development. (An excellent developmental screening test used by Denver field workers is the Denver Developmental Screening Test available from the University of Colorado Medical Center, 4200 E. 9th Avenue, Denver, Colorado 80220.)

☐ The field worker learns to help the mother understand these screening procedures and understand that children develop differently. The results of such screening may indicate need for use of community resources for children who are having difficulties. The field work supervisor helps the field worker locate the proper resources. The field worker in turn helps the mother learn how to locate and use the resources for herself.

☐ The experience could go on, but the point has been made: the day care home mother has attained status and skill; she likes what she's doing, she feels part of an important group of people, and is getting substantial support from the community.

☐ **Procedures for program planning and charts.** The chart is merely the beginning of a planning process. It is a *priority picture chart* designed to visually display the areas of training with time allotments and the forms the training will take. It can serve as the basis for an enlightened discussion of how the total number of available hours can be allocated. After the chart is completed, planners must decide how the training will be arranged on a week-to-week basis for the total length of time each group of mothers will be involved. The chart is not designed to be rigid, but to allow for great flexibility in discussion. For this, the outline of the chart should be reproduced on a chalkboard and the eraser freely used in the process of give and take decision-making by a group of individuals.

	Initial Training			**Follow Up**		
Form / Areas	Group Meetings	Home Visits	Self-Instruction & Practice	Home Visits	Monthly Workshops	Total Hours By Area
Home Child Care-What's Involved	2	0	2	0	0	4
Person-to-Person Relationships	6	2	2	1	3	14
Child Development	6	1	4	1	3	15
Child Care Routines	4	3	5	2	3	17
Providing a Learning Environment	4	4	7	2	12	29
Day-to-Day Problems	2	2	4	2	3	13
Total Hours By Form	24	12	24	8	24	92

☐ Here are the steps that led to the creation of the priority picture chart:

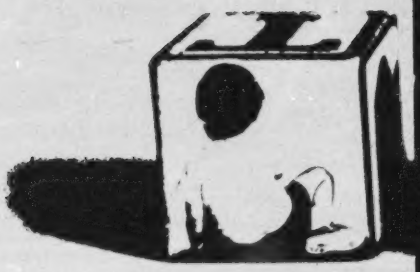
Step 1: Determine the total number of hours of training time desired, and enter this number in the lower right hand corner.

Step 2: Decide upon the 5 or 6 areas of training needed, and enter these areas in the boxes in the left column of the chart. (See core curriculum in planning section)

Step 3: Decide upon the 3 or 4 forms of training and enter these in the boxes at the top of the chart. (group sessions, home visits, self-activities, workshops etc.)

Step 4: Determine the total number of hours to be spent in *each area* of training. (In preparing these totals, both participants and staff will put priorities on needs.) Enter these numbers in the right hand column of the chart.

Step 5: Determine the total number of hours to be spent in each form of training, and enter these numbers in the boxes at the bottom of the chart.



Step 6: Beginning with the *most important area* of training, determine the number of hours to be spent in *each form* in this area, and enter these numbers in the boxes in the row for this area. Of course, the sum of these boxes must equal the total number of hours allocated for that area.

Step 7: Repeat step 6 for the next most important area, then the third most important area, etc., until the chart is filled.

Step 8: Beginning with the *most important form* of training, add up the number of hours allocated to this form within each area, and check to see whether this total agrees with the number of hours agreed upon in step 5 for the form. If it doesn't agree, go back and readjust the hours in each area until agreement is reached.

Step 9: Repeat step 8 for the next most important form, etc.

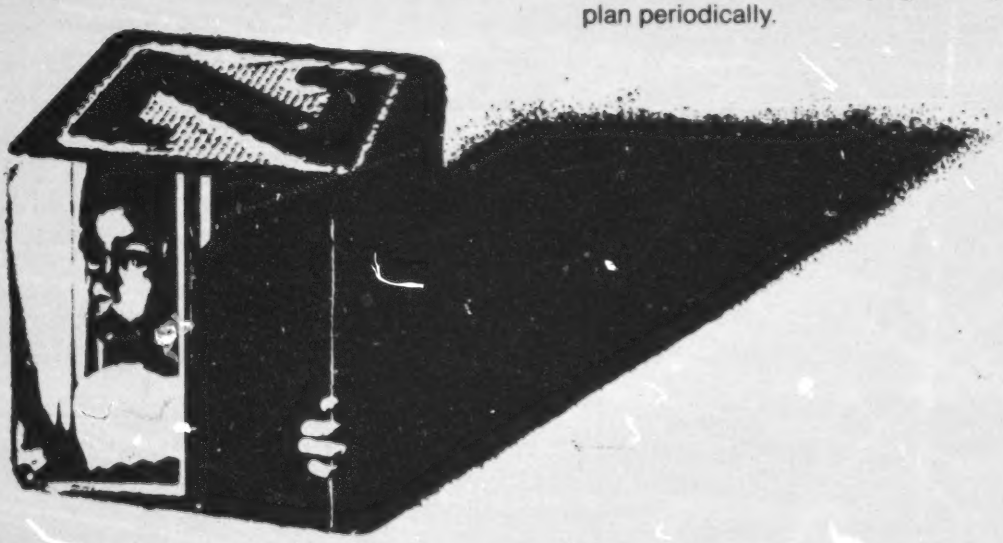
This is a possible weekly schedule for the initial 12 weeks of training, constructed to reflect the priorities revealed by the *priority picture chart:*

Week	Group Meetings	Home Visits	Self-Instruction	Total
1	what it means to be a day care mother (2 hrs)		what it means to be a day care mother (2 hrs)	4 hours
2	person-person relat/ child development	day-day problems/ child care routines	day-day problems/ person-person relat	6 hours
3	person-person relat/ learning environment		child development/ child care routines	4 hours
4	child development/ child care routines	person-person relat/ learning environment	learning environment/ person-person relat	6 hours
5	child development/ day-day problems		learning environment/ child care outlines	4 hours
6	person-person relat/ learning environment	day-day problems/ learning environment	learning environment/ day-day problems	6 hours
7	person-person relat/ child care routines		child development/ child care routines	4 hours
8	child development/ child care routines	child development/ child care routines	learning environment/ child development	6 hours
9	child development/ learning environment		learning environment/ child care routines	4 hours
10	person-person relat/ child care routines	person-person relat/ learning environment	learning environment/ child development	6 hours
11	person-person relat/ day-day problems		day-day problems/ person-person relat	4 hours
12	child development/ learning environment	child care routines/ learning environment	learning environment/ child care routines	6 hours
Total	**24 hours**	**12 hours**	**24 hours**	**60 hours**

Expansion of Topics

1. **What it means to be a day care mother**
   - —self-image of the day care mother
   - —effects on the family
   - —physical and emotional strengths needed
2. **Person-to-person relationships**
   - —between day care mother and day care children
   - —between day care mother and natural parents
   - —between day care mother and her own family
   - —between day care mother and licensing agencies, and other community groups
3. **Child development**
   - —ages and stages of development
   - —language development
   - —building self concept
   - —discipline
   - —working with the "different" child
4. **Child care routines**
   - —health care
   - —first aid
   - —nutrition
   - —self-help skills
5. **Providing a learning environment**
   - —indoor and outdoor activities
   - —choosing, using, and making toys and books
   - —science activities
   - —art activities
   - —neighborhood resources for activities (field trips)
6. **Day-to-day problems**
   - —home safety
   - —business and finance aspects
   - —licensing
   - —community resources—referrals

Note: It cannot be emphasized too strongly that the purpose of these charts and schedules is simply to demonstrate possible priorities in training and intended use of time. It is anticipated that any planning group using these aids will be modifying and updating the training plan periodically.



Staff Attitudes

☐ Staff attitudes towards day care home mothers will have a great deal to do with the success of the program. The program must be packaged and carried out in such a way that it says to day care mothers, "We know you are doing a very hard and important job: how can we help you?" rather than "We think you're inadequate, therefore we're going to train you." Those recruiting and hiring staff should look for empathy, ingenuity, and knowledge of community resources, in addition to the professional qualifications mentioned earlier.

Use of Field Workers

☐ Some programs may want to use home visitors, or field workers, as they were called in the Denver and Durango Projects. Staff in both Colorado programs believe that these persons can be of great help to the day care mothers if they themselves know how to help. Pre-service and ongoing training for field workers is necessary, including plenty of reassurance and opportunities for growth from the child development and social work specialists on the staff.

☐ In the Denver Project, each field worker was assigned 6-10 mothers and visited each one every week for one and one-half to two hours. She also attended classes with her assigned day care mothers, sometimes providing transportation, and received college credit. Once a week, the field worker met with Project Staff for a four-hour in-service training session.

☐ Project staff and the field workers point out what they believe are four essential elements of a good field worker program:

1. Careful recruiting and hiring

Field workers recruited were mostly Head Start aides or day care mothers, in the Denver program. The screening committee included staff, two day care mothers and a social worker not connected with the project. Interviews were conducted and references thoroughly checked. Previous successful experience in working with children and empathy with day care mothers were criteria given highest priority.

2. Clear understanding by other staff and field workers of what each is expected to do

Going into the home of a strange person can be very unsettling, indeed, and if the field worker is not sure what she is to do, or where she can go for help, the whole program is in trouble.

The role of the field worker was not well defined at the beginning in either of the Colorado training programs, and the result for field workers was frequent frustration. One problem in role definition is to see that field workers not take on the responsibilities of nor be confused in the minds of the day care mothers with personnel from licensing or other social service agencies. In the Colorado programs, field workers were to help work with the day care mothers and reinforce what was being done in the classes. But how? When the field workers and staff realized that field workers should not attempt to give

5 Implementing A Training Support System

answers, but could help day care mothers solve their *own* problems and in their own way, they became more comfortable.

3. Pre-service Training

The two weeks of pre-service training allowed the entire staff time to get to know each other, to plan together and to understand the total program. Field workers were apprehensive over initial visits to day care homes. They role-played the first telephone call and made trial visits to day care homes. (By the third year, former day care mother trainees were delighted to critique a trial home visit.)

A principal objective in the field workers' training was to help them work with and relate to adults after previous years of working mainly with children. Two days of the pre-service training were about communication. The instructor, an expert in interpersonal relations, helped staff understand that many methods such as advice giving and sympathizing were not helpful, but actually roadblocks to communication. Helping people find their own solutions to problems is more effective though much more difficult and requires thought, training, and practice.

Knowing the community and using its resources should be included both in pre-service and in ongoing training. Field workers reported that they sometimes felt overwhelmed at their lack of knowledge of the community. "I was scared about going around Denver," said one. "All it took was to buy a big map." They also were uncertain of resources in the community. Those who lived in the central city, for instance, were unfamiliar with social and referral services in a suburb to which they were assigned.

4. Good supervision and ongoing training

In the Denver program a full-time Field Work Supervisor counseled field workers, and helped the Training Director plan and carry out the weekly training sessions.

The Field Work Supervisor can help a field worker see alternatives when she has problems, such as how to break away from a talkative mother, or what to do when she hears continual verbal abuse of a child. What seems like a crisis at the time becomes less of a problem as it's talked out and thought through. The supervisor can help the field worker set individual goals—help her see the progress she is making, where she needs bolstering, but she musn't compare the field workers to each other. The supervisor's manner, like those of everyone else in such a program, should be sensitive and practical, not preachy and theoretical.

The field workers believe that improving communication skill is the most important element of their ongoing training. Telling a day care mother to take a particular step—refer a child to a certain evaluation clinic, for example—is NOT what the field worker should do. She should suggest alternatives. Advice giving increases dependency, when it's independence they seek to instill in the day care mother.

☐ The child development specialist on the staff also has an important role to play in the field worker

program. In Denver this was the Training Director, who had major responsibility for training the field workers as well as the day care mothers. The child development specialist can help field workers plan activities for the home, demonstrate how to make and use homemade toys for different ages, counsel with them around problems with children, and with the field work supervisor help them plan home visits.

☐ Planning and carrying out home visits requires skill, the field workers found. One field worker suggests a "formula core of visits." In the introductory visit she would assess the needs of the mother, ages of children, and interests of the mother, all in an informal and comfortable way. Each succeeding visit would have a core theme, such as demonstrating how the developmental needs of a wide range of pre-schoolers could be met through one medium such as using play dough, music, or in regular household activities. Again, as in the group sessions, care is taken to see that the day care mother is involved in planning for the home visits, and that there is time for the field worker to lend that empathetic ear. The method is the same as in the group sessions—good planning with flexibility. If careful plans are not made, both field worker and day care mother become uncertain of the purpose of the visits and they can become general "gab sessions". In the words of a field worker, "The relationship with the mother became too personal and less child oriented after a period of 'free' visits." Re-establishment of goal oriented visits is then very difficult.

Recruiting the Day Care Home Mother

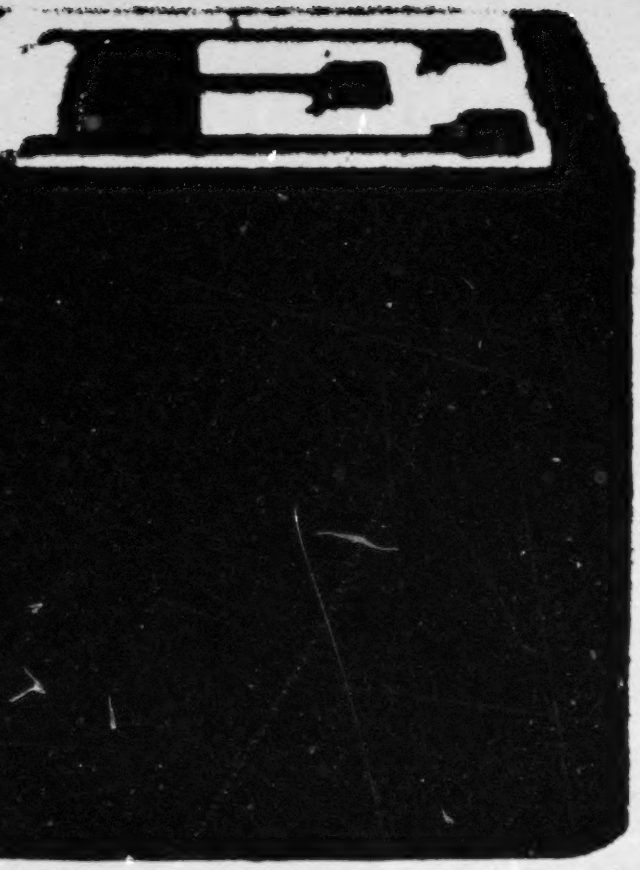
☐ One of the first tasks of the staff is to find and involve the day care home mothers in the training support system. Recruiting methods will depend on the clientele the program has decided to focus on in the planning stage. The Denver program was designed to train women already caring for children, and others who wanted to take the classes were eliminated.

☐ Mass media, flyers, bulletin boards and agency contacts were used as recruiting methods. Recruiting in the first year was most difficult. Each succeeding year it became easier. As the program became known and credibility established, staff from licensing and other agencies and word-of-mouth provided most of the recruitment.

☐ Locating the day care mothers is not a problem if the system is being sponsored by an agency responsible for a certain number of licensed or certified homes. Names and addresses are on file and the agency has reason to establish contact with the mothers, either in the licensing procedure or in some other context.

☐ However, if a program seeks to reach the large number of unlicensed caretakers, many of whom are relatives and not required to be licensed, the task is much more difficult. That's especially so in the low-income areas of cities where strangers are usually greeted with suspicion, disinterest or hostility.

☐ In the first year of the Denver program, heavy em-



phasis was put on recruiting day care mothers from low-income neighborhoods. Door-to-door recruiting, use of flyers, bulletin board posters in Head Start centers, meetings with Head Start parents' groups, announcements in neighborhood churches were methods used. In spite of all this, the program did not succeed in recruiting and retaining many low-income day care mothers. Staff believes this was partly because they did not begin with the day care mothers in designing the program. In addition the grant required that college credit be given, and staff believes that a college-based program is a barrier to day care mothers who have had previous negative school experiences. Even though most classes were held in community locations and college personnel attempted to make the atmosphere informal and comfortable, there was always a certain amount of paper work, filling out forms, etc.

☐ Some day care mothers feared not having proper clothes to wear to class. Some felt they had been taking care of kids for 16 years and knew all that was necessary. Many were leary of being connected with government programs, were afraid of being caught by the licensing agency for having too many children in their homes, or by case workers for not reporting income. Fear of having strangers (field workers) come into the home was commonly expressed.

☐ The Staff of the Community Family Day Care Project at Pacific Oaks College in Pasadena took a different approach to locating low-income day care homes. They identified local people, "gatekeepers," who would likely be trusted by residents of the area in which they were looking for day care mothers. The staff introduced themselves to the "gatekeepers" who in turn helped them identify, or introduce them to the day care mothers. A description of their program can be sent for. See Resources.

☐ Time is a critical factor in the recruiting process. There's a danger that women recruited several months ahead of the program's beginning will leave the field or for other reasons never take the training. Most in Denver weren't willing to commit themselves until shortly before the classes were to begin. The month directly preceding training is the best recruiting time.

☐ During recruitment the day care mother can begin to tell the staff what she'd like from the program, and the staff can tell the day care mother how she can benefit from the program.

Incentives

☐ A good training support system should provide enough incentives for day care mothers that agencies will not have to resort to threatening means of recruitment. Some incentives are listed below.

1. Increase in day care home mothers' status

The outside evaluator for the Denver Project reported that the most significant outcome each of the three years was "that the training changed the perception of the trainees from 'babysitters' to day care mothers, and that they see themselves as having a valuable contri-

bution to make in their environment."

Trainees said that receiving college credit improved the day care mother's feeling of her status and self-concept, that it provided mobility upward in the field of early childhood education. At least 50 percent of the trainees in the Denver Project like the status of receiving credit. Some felt it induced them to enroll in and regularly attend training; however, others felt some day care mothers were threatened by a program involving college credit.

A definite status raiser in the Colorado programs was a graduation ceremony at the end of each year, and presentation of a signed certificate to each mother from a college official. Husbands, children and friends witnessed the ceremony. Some tangible sign of achievement is recommended for any program.

The concept that the day care home mother is much more than a "babysitter" can have much significance to herself, her "clients", her family, and her peers. For instance, the day care mother with lots of experience and common sense could detect a subtle physical or mental problem in a child, but might hesitate to point it out to the natural parents for fear of a rebuff. What, after all, are her credentials? Training and support from professionals would give her the right and responsibility to speak her mind, to advise further examination, and it would give the parents reason to listen. One day care mother said, "I gained a lot of confidence about what I discuss with my parents, and I feel that there's a lot of communication between my children's parents and me now. It cuts down on a lot of problems with the children."

Training can help the day care mother feel justified in increasing her rates. But before higher rates can be expected throughout the population (Denver rates now range from $2.50 to $6 per day per child), considerable public education is needed about quality day care, so that it receives a higher priority in both public and family budgets. A staff for a training support system might consider as part of their proper function encouraging the discussion of such important issues.

2. Opportunity for interaction with other adults

"Our isolation is what makes us powerless," said one day care mother. "Parents can take advantage of us by skipping out on paying. They can always find someone else to take the child and there's nothing we can do about it."

For day care mothers in the Denver training program, the opportunity to meet and talk with other mothers seemed to be the biggest single motivator to keep them coming to classes.

"The classes were nothing like I expected them to be. We had so much in common and so much fun. Sometimes Marlene (another mother) and I would continue with the discussion until she dropped me off. Most classes would get me so worked up I'd be awake half the night. Some of my best brainstorm ideas would come from these sleepless nights. The most rewarding result is the fact that I have learned to

relax with the children."
After being with children all day, socializing with other adults seems very important. Included should be the amenities of socializing, such as refreshments at meetings, pot luck dinners etc. The Denver day care mothers even planned other social events which included husbands and were held outside the training program.

3. Being able to feel part of the community

Day care mothers enjoyed the opportunity to listen to and talk with "experts". "It's really hard to read professional books," said a Denver mother, "but when professionals talk *with* you, it seems more real, like something you can understand and try with the kids." Knowing that persons from agencies in the community care about the day care mothers and what they are doing makes them feel an important part of the society.

4. Chances to exchange toys or other equipment

A toy and book lending library could be set up. Day care mothers in the Colorado training programs expressed great appreciation for the "library" for it allowed them to use equipment and materials they couldn't afford, and gave them ideas for toys they could make themselves. There are difficulties, though. Ordering appropriate toys and books which are durable, and acquainting mothers with how they can best be used takes time and expertise. Some programs may want to use the commercially available Parent/Child Toy Library in which eight basic toys are used to teach different concepts and to enhance language development. For each toy there are directions for several learning activities that teach specific concepts and skills. (See Resources for more information). In using a lending library, staff must learn to deal with the usual problems of shared materials—lost puzzle pieces, broken toys, hurt feelings, possessiveness. Transporting books and toys is a problem, because most mothers can't get away during the day. In Denver field workers carried the materials back and forth.

5. Opportunity for individual help in the day care home from the field worker

Field workers can give new ideas for activities and listen to problems. "This is really something to look forward to—a good ear for a number of assorted problems aside from class work," said a Denver day care home mother. The day care children, too, welcome the break in the routine.

☐ The Denver project began with the assumption that money would be a prime incentive, particularly for low-income mothers. In the first two years all day care mothers in training received $5.00 for each class attended. This was to cover expenses of child care and transportation. Most trainees did not need such help in the third year because classes were in the evening and the trainee's husband or older children were able to care for her children. She was usually able to drive herself, or ride with others. Field workers provided transportation for 18 day care mothers who had no other way to attend classes. Attendance remained as high as in previous years. Far more important than cash payment

is to give the mothers other kinds of help.

Refining the Curriculum

☐ While day care mothers are being recruited, the staff will also be working on refining the curriculum which was outlined roughly in the planning stages. A fairly detailed plan of what will be covered, when, and how should be devised. Trainees become very unsettled if they don't know what to expect, and the staff works best when they can anticipate clearly what happens next.

☐ Both Denver and Durango staffs feel that plenty of planning and coordination time is essential—that plans for the group meetings as well as for home visits must be well thought out in terms of objectives, materials to be used, and resource people to help. The entire program should be put down on paper with the understanding that staff must remain flexible enough to change the plans as ongoing evaluation dictates.

Methods

☐ Methods used to present the information would again vary with the individuals presenting it. Indeed, flexibility is the key here. Participation and group interaction should be interspersed with information-giving. Straight information giving—lectures, printed material, or television, will not be too effective.

☐ Different subjects lend themselves to different techniques or combinations of techniques. Some techniques are: presentations by visitors to share expertise, presentations by the training coordinator or field workers, brainstorming, small group discussions, films, case studies, demonstrations with children, visits to day care homes or community child care centers, having trainees share assignments and ideas, role-playing, and panel presentations.

☐ Again, evaluation will tell what is most effective. Evaluation of the Denver program revealed that the greatest participation from individual mothers occurred when the class was divided into small discussion or problem solving groups. Day care mothers said they liked "visiting experts," especially when they had been familiarized with the program, with the role of home day care, and with the objectives of the session.

Assignments

☐ Assignments were met with mixed feelings by the trainees. Many were anxious about completing and presenting them in front of the class. Others stayed up late the night before class to complete them, or stayed home if the assignments weren't finished. Purpose of the assignments was to give the trainees additional practical skills useful in their day care homes and opportunity to share ideas in class. The problem was resolved by explaining the purpose of the assignment, and asking those with something to share to bring it, requiring no rigid time schedule. This alleviated anxiety. However, some day care mothers liked assignments and wanted to have them checked and graded. They

particularly liked the assignments to make homemade toys appropriate for different age levels. Day care mothers were required to think in making the toy or puzzle what kind of learning or development it would encourage in the child, a very practical application of the stages of child development.

Tests and Grades

☐ Anxiety also rose in the Denver project when tests were given. Some trainees reported they couldn't sleep for several days before the tests; several became physically ill. Written tests therefore were abandoned; there was some oral testing in a review-type session, which took a lot of staff time. Finally, it was decided that material from classes should be reinforced by the field workers who visit the day care mothers in their homes. "It has clearly been learned in this project that no written method exists to ascertain the quality of care offered by a day care mother or the skills she possesses to work with children, either before or after a training period," the Denver staff wrote in a report on the program.

☐ The Denver project used instructor-given grades based on tests and class participation in the first year. In the last two years the staff tried various evaluation methods (field workers did part of the evaluation at one time) and eventually wound up with a self-rating system. Staff feels that grades in home day care training should not be considered a significant issue; however, if the program is based at a college, grading may have to be considered.

☐ The Staff believed that even the self-grading system was not a complete answer. The women tended to grade themselves extremely low in the beginning. By the the third quarter, most gave themselves "A" ratings. In discussing different types of grading systems, the women expressed a desire to maintain a grading system—A, B, or C—maybe as a result of tradition. A pass-fail system was used in the Durango program, and most of the class seemed to feel comfortable about it. Some class members would have preferred letter grades.

Evaluation

☐ Evaluation of the program by trainees and staff is essential, particularly in an area so lacking in precedents as this. Much of the evaluation can be done internally; that is, people can ask each other, "How am I doing?" It can be done in writing, or better yet, orally. If staff really wants to know, they'll find out. If they're truly flexible, they'll listen and change. And the program will grow and become better.

☐ Often, though, people are afraid to tell people in charge what they really think. Sometimes they know something is wrong, but they can't put their finger on it, and therefore don't know how it could be improved. This is where a skilled outside evaluator can be valuable. He can remain objective about the irritations people feel toward each other, and has the skills to help people

analyze what's wrong and what to do about it.

☐ Finding an evaluator or evaluation team to fit the project is a problem. The Denver staff interviewed several people and found an exceptionally capable and helpful person—a professor of educational psychology from the University of Colorado. A university seems the best place to look for a person skilled in both formative and summative evaluation procedures. Techniques and academic background, though, don't count as much as personal characteristics—the ability to work with project staff in a productive, non-threatening manner. He or she must also be down-to-earth and able to communicate with day care mothers.

☐ Outside evaluation is composed of two parts: summative, which tells at the end of the time span whether the staff did what they said they were going to do, and if not, why not. If the project is to continue, recommendations are made. Formative evaluation is an ongoing process where information is collected regularly and fed back to project staff. This is actually the more valuable because it helps the staff decide directions for change. The formative evaluation looks also at the organization of the project, the objectives, the procedures used, and how the staff itself is working.

☐ Important to realize in working with an evaluator is that an evaluation plan cannot be workable unless the staff has clearly defined objectives and procedures. In the Denver project, the evaluator helped the staff clarify their objectives and procedures, a very valuable process in itself. The plan of evaluation puts in writing exactly what the evaluator intends to do and specifies a time schedule when formative and summative reports will be presented.

☐ One last caution: the evaluator makes recommendations, but should not have a decision-making role. However, there should be a board or policy making body to receive the recommendations so they can be considered and action taken. Recommendations do not have to be taken, but at least they should be discussed, then accepted or rejected.

6 Appendix

Resources for Program Planners

Readings on family day care:

☐ Collins, Alice H. and Eunice L. Watson. The Day Care Neighbor Service: A Handbook for the Organization and Operation of a New Approach to Family Day Care. Portland: Tri-County Community Council, 1969.

☐ Sale, June S. with Yolanda Ledor Torres. "I'm Not Just a Babysitter": A Descriptive Report of the Community Family Day Care Project. Pasadena: Pacific Oaks College, 1971.

☐ Family Day Care West: The Community Family Day Care Project of Pacific Oaks College. Pasadena, 1972.

☐ Open the Door . . . See the People: A Descriptive Report of the Second Year of the Community Family Day Care Project. Pacific Oaks College, Pasadena, 1972.

Films on family day care:*

☐ "What is Family Day Care?" A 20 minute film made by Department of Human Development and Family Studies, Cornell University. Order from: Film Librarian, Department of Communication Arts, Cornell University, Ithaca, N.Y. 14850

*Denver Project staff was unable to locate any other film on family day care. It is hoped that some good ones will be made.

Resources for Use in Day Care Home Mother Training

A. Readings

☐ 1. "What to do When There's Nothing to Do" by Elizabeth M. Gregg and the Boston Children's Medical Center

A small paperback book packed with ideas for homemade activities, games and toys appropriate for babies, toddlers, and preschoolers. Appendix contains lists of recommended children's books and records. (186 pages)

Order from: Dell Publishing Co., Inc.
750 Third Avenue
New York, N.Y. 10017
Price: $.95

☐ 2. "Ways to Help Babies Grow and Learn: Activities for Infant Education" by Leslie Segner and Charlotte Patterson

A paper-bound, easy reading booklet of practical ideas to stimulate language, personal-social, fine and gross motor development in infants and toddlers. Full of ideas for homemade toys for each age group. (49 pages)

Order from: J.F.K. Center
University of Colorado Medical Center
4200 E. 9th Avenue—Box 2741
Denver, Colo. 80220
Price: $3.00

☐ 3. "Your Child from One to Six" Children's Bureau Publication No. 30

A pamphlet of practical information on the child's development and care from 1 to 6. Includes useful information on feeding, toilet training, social behavior, common health problems and first aid. (97 pages)

Order from: Children's Bureau Publications
U. S. Government Printing Office
Washington, D.C.
Price: $.20

☐ 4. "Baby Learning Through Baby Play" by Ira J. Gordon, 1970.

Collection of games and activities which parents can use with children to help learning. Graduated according to age through first two years. Well-illustrated and simply written. (121 pages)

Order from: St. Martin's Press
175 5th Avenue
New York, N.Y. 10010
Price: $3.95

☐ 5. "Parents Are Teachers Too, A Curriculum Module for Increasing Positive Parent-Child, Parent-Teacher, and Parent-School Interaction"

Materials needed, behavioral objectives, and things to do. Meant to help teachers help parents work with their children at home. Volume I (296 pages), Volume II (151 pages)

Order from: Early Childhood Research Center
Institute for Family and Child Research
Michigan State University
East Lansing, Michigan
Price: $5.00/set

☐ 6. "Home Teaching Activities" by Bettye Caldwell

Simply written and well illustrated booklet for use by parents with their young children.

Order from: Center for Early Development in Education
University of Arkansas
814 Sherman Street
Little Rock, Arkansas 72202

☐ 7. "A Guide to Discipline" by Jeannette Galambos

Order from: Publications Department
National Association for the Education of Young Children
1834 Connecticut Ave., N.W.
Washington, D.C. 20009

B. Films

☐ *1. "Jenny is a Good Thing"

18-minute color film stressing the importance of nutrition in a child's life. Shows planting, harvesting, packaging of foods, field trips, cooking experiences, and other food-related activities. Available in Spanish and English.

☐ *2. "Discipline and Self-Control"

25-minute black-and-white film discusses the problems of discipline in a Head Start center and demonstrates positive methods to handle disciplinary situations that lead to self-control.

---

*These films are available at no rental charge from 28 Modern Talking Picture Service, Inc. Film Libraries throughout the country. Cromar's Modern Films, 1200 Stout Street, Denver, 80204, can supply a booklet entitled "Films Suitable for Head Start Child Development Programs" which lists films available and the address of MTP Libraries.

☐ 3. "How Babies Learn" by Bettye M. Caldwell
30-minute color film showing important developmental landmarks during the first year. Stresses importance of interaction as a stimulus to learning and individual differences at each age.
Rent from: Brigham Young University
Educational Media Services
290 Herald R. Clark Building
Provo, Utah 84601
Price: $7.00/day rental
or; New York University (distributor)

C. Handout Materials

☐ Contact offices for useful mimeographed materials:

1. Office of Child Development or Head Start Regional Training Offices
2. State Departments of Social Services
3. State Departments of Education
4. Child Development or Early Childhood Departments of Colleges and Universities
5. Public Health Departments

D. A "Guide to Securing and Installing the Parent/Child Toy Lending Library" is available from your local Government Book Store (or write: Superintendent of Documents, Government Printing Office, Washington, D.C. 20402) for 60¢ (Stock Number 1780-0993). Suggested funding sources, how to make your own toys, training for librarians and how to evaluate your own program are among the topics covered by this guide.

Description of a Day Care Mother Training Program in Contra Costa County, California

☐ Following is an account written by Belle Lipsett, Day Care Developer, of a small training project initiated and carried out with enthusiasm and ingenuity through the Contra Costa County Social Service Department in Richmond, California.

☐ "We all know that good training projects involve research, skilled staff, adequate budgets, and expertise in grantsmanship. But let's face it! Most county welfare departments are hard pressed to carry out their required responsibilities in licensing family day care homes, let alone take on special projects. What to do, then, when licensing workers see problems in quality of care in some day care homes, and lack of toys and equipment in others, particularly in homes where marginal incomes cannot be stretched to provide these extras? Perhaps our experience in Contra Costa County, California, will give you some ideas to meet these problems if you are facing similar situations.

☐ In the summer of 1972, we completed most of a small pilot project which began with a phone call nine months earlier from the leader of a Senior Girl Scout Troop. The troop was disbanding and wished to give us the money in their treasury for day care projects—$250. Finally, we had the opportunity day care staff had long wanted—a chance to plan a training program especially suited to the needs of family day care mothers. We worked closely with the director of early childhood

education at our community college to design the project; and, after it was approved, we were able to multiply our money to $1,000 with Title IV A matching funds.

☐ Here's what we did with the money:

1. Gave two training classes for 43 newly-licensed day care mothers in six morning sessions in two different neighborhoods—one in the suburbs of San Pablo, one in the city of Richmond. Content included child development in infancy, toddlehood, and pre-school ages (later expanded to include school-age children); health, safety, first aid, nutrition; workshops on arts and crafts, homemade toys, music, nature, reading; and orientation to family day care, including relationships to natural parents and the agency, pre-placement visits, and practical matters such as insurance and business records. We wanted the mothers to realize the importance of their relationship to the day care child, the changes that would occur in their own families, and we wanted them to become aware of the resources available to them in their homes, yards, neighborhood, and community. Staff, therefore, included not only professionals from our community college, our social work staff, our libraries, our health department, and other specialists; but also those who know family day care best—experienced family day care mothers.

2. Made up notebooks and toy kits for participants—with printed materials, crayons, paint, scissors, brushes, paper, and pamphlets for mothers to use in class and to take home.

3. Began development of a toy-lending library, with purchase of a few toys from Far West Laboratory, augmenting these with puzzles, pounding boards, and other items for toddlers and older children. A high school woodworking class made 1,000 blocks with wood we purchased.

4. Made a series of slides to illustrate "A day in a family day care home" at the first session. They were taken by day care licensing worker Estelle Ricchiuto, and day care developer Elaine Brown, and give a nice picture of the variety of day care families and activities in our community.

5. Devised an ingenious "safety board" (Ms. Brown's brainchild), fitted out with inexpensive safety devices, which was used in our safety workshop.

6. Provided an enriching experience for children of mothers attending the classes. Two wonderful women—one a Headstart aide, the other a cooperative nursery school mother staffed our "instant" nursery school, and the children had a marvelous time for the most part. This was the most expensive part of the program, but well worth the money. Day care mothers, we find, cannot attend classes consistently without child care, and sometimes transportation provided.

7. Had $98 left to buy safety devices, materials, or other items which could be lent to low income mothers who needed them to begin their work as day care mothers.

☐ We feel that the course achieved its goal—to help day

care mothers from their initial licensing period view themselves not as 'baby-sitters' but as family day care mothers who can offer constructive, nourishing experiences to children, the children's parents, and to themselves. The classes were enthusiastically received by day care mothers and staff, and we have changed and expanded the program this year with other money. We are using social service aides extensively now in developing the toy lending library program and in classes, and our licensing staff members are becoming accredited by the college to do more of the teaching.

☐ You, too, can get a training program going in your community for very little money. All it takes is staff committed to the worth of family day care; administration which supports that staff; community resources to tap; and—you're in business! And keep your eyes open for Senior Girl Scout troops!"

May 28, 1973

Basis for Proposal In Law

☐ The basis in state regulations for supporting this proposal may be found in:

A. Chapter VI, Article 6, Title 22 of the California Administrative Code, Section 40476, as follows: "Daily Activities—Family Day Care Homes. In the family day care home the daily activities for each child should be designed to develop a positive concept of self and motivation to enhance his social, cognitive, and communication skills.

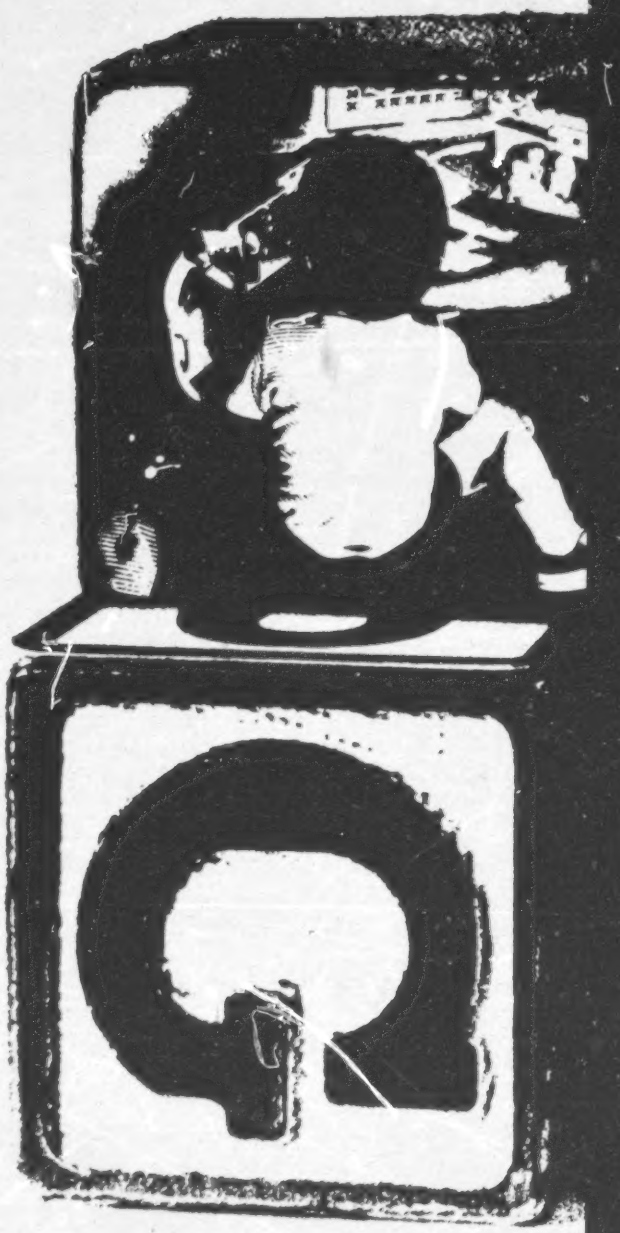
1. Each home shall have toys, games, equipment and material, books, etc., for educational development and creative expression appropriate to the particular age level of the children."

B. Section 30-363 in SDSW Operations Manual required child care services. "The county welfare department shall . . . Provide orientation and ongoing in-service training for all staff involved in the day care services program for professionals, non-professionals and volunteers, with respect to program goals, nutrition, health, child growth and development, meaning of day care, educative guidance, remedial services and relationship to the community." An interpretation of this section could include day care parents as "non-professionals," in a program administered by this agency.

C. Federal Interagency Day Care requirements state that children whose day care is paid for with Federal funds must receive social services, health services, nutrition services and education services. It follows that an education program for day care parents would help to meet these requirements.

D. Section 25852.30 C (Fiscal Manual) states that cost of equipment, materials and supplies used in provision of services (in a required services program) are reimbursable at the 75% level.

Nine-Month Training Program Denver, Colorado



1 Session Orientation

A. Outline

1. Introductions
2. Overview of program
3. Expectations of program, expectations of day care mothers
4. The role of the day care mother—not just a "babysitter"
5. Refreshments—get acquainted games

B. Assignments

1. Bring in health, first aid, and child raising resources used in home for discussion with other mothers at next session. Make list of questions you have about first aid or health care.

C. Readings

"I'm Not Just a Sitter"—Pacific Oaks College, Pasadena, California

2 Session First Aid

A. Outline

1. Discussion of various resource books used by trainees—sharing of resources
2. Discussion of questions brought in by trainees
3. The three "hurry cases"—bleeding, breathing, poisoning—what to do?
4. Demonstration (practice) of mouth-to-mouth resuscitation on an infant model
5. Burns—different types—how to treat
6. Bandaging—practice
7. Severe nosebleeds, convulsions, choking: what to do?
8. How to get help (ambulances, hospitals, doctors)—role playing
9. Planning for emergencies before they happen
10. Information about where to take standard first aid course—Stress importance of this

B. Assignments

1. Make list of emergency phone numbers—police, ambulance, poison control center, natural mother and doctor for each child.
2. Assemble first aid kit for your home. List items included.
3. Make and write down a plan for emergencies taking into account care of other children in the home, transportation, etc.

C. Resource people

1. American Red Cross
2. Pediatric Nurses

3 Session Health Care of the Young Child

A. Outline

1. Discussion of trainees' questions
2. Common health problems

3. Communicable diseases
4. How to take a child's temperature—demonstration
5. How to take a urine sample
6. When does a head injury require medical attention?
7. When does a laceration need stitches?
8. When to call a doctor or parent? What to tell him? Role-playing telephone conversations
9. Using reference materials to answer questions—i.e. Dr Spock's "Baby & Child Care"

B. Assignments

1. Find out the following information about one health facility and doctor in your immediate neighborhood: location, who is eligible for services, what forms are required, how to use services provided, phone number
2. Post a simple disease chart in your home where it is accessible

C. Readings

"Your Child From One to Six" (Children's Bureau Pamphlet No. 30)

D. Resource people

Pediatric Nurses

4 Session
Health Care of the Young Child

A. Outline

1. Community health facilities
2. How to deal with special health problems—role playing
   —high fevers
   —head injuries
   —vomiting
   —constipation
   —objects in eyes, nose, ears
3. Special ethnic concerns—how to recognize measles on dark skin, etc.
4. Preventative health care—importance of daily outdoor play
5. Preventative dental care
6. Devising and keeping health records on day care children

B. Assignments

1. Make a list of questions you have about feeding problems, nutrition, etc.
2. Bring at least one idea for money saving combined with good nutrition

5 Session
Nutrition for Pre-school Children

A. Outline

1. Discuss questions trainees have brought to class
2. Importance of daily well-balanced diet
3. Infant feeding—making your own baby food
4. Meal planning on a budget
5. Pre-preparation of foods and use of freezer

6. Snacks for babies, pre-schoolers and after-school children

B. Assignments

1. Prepare a kit of menus for meals and snacks for four children ranging in age from 6 months to 5 years providing for their nutritional needs. Consider introduction of new foods, variety in color, texture, taste and use of finger foods for a one-week period

C. Resource people

1. Head Start Nutritionist
2. Dairy Council
3. County Extension Service

6 Session
Nutrition for Preschool Children

A. Outline

1. Film: "Jenny is a Good Thing", and discussion
2. The fun of food, opportunities for learning concepts
3. Cooking experiences for young children—opportunities for learning
4. Ethnic influences in meals—learning about other cultures
5. Problems with feeding babies, food jags, the child who won't eat

7 Session
Business Operations
Licensing and Tax Records

A. Outline

1. Rules and regulations for day care homes—rationale and discussion
2. Tax deductions for day care mothers and natural mothers: keeping records
3. Preparing sample tax records
4. Insurance for day care homes

B. Resource people

1. Licensing staff
2. Internal Revenue Service
3. Small Business Administration

8 Session
Organizing your day care home: Working Agreements with Natural Parents

A. Outline

1. Information needed for records on day care child and his family
2. Contracts, agreements with natural parents on pay, time schedules, mutual expectations
3. Role-playing—problems with parents who don't pay, pick up children late, etc.

9 Session
Selecting Toys and Books for Young Children

A. Outline

1. How children learn through toys and books

2. Selection of books and toys—what to look for—where to get them
3. Teaching concepts through the use of toys—demonstration

10 Session Home Safety

A. Outline

1. Factors causing home accidents—physical and behavioral
2. Home safety precautions—accident prevention
3. Safety precautions for Christmas

B. Assignments

1. Check all medications, cleaning fluids and detergents in your homes. Decide on appropriate placement of the above items
2. Check the location and function of all locks on doors and decide if they are appropriate in type and placement

C. Resource people

1. Home Service Department—Public Utilities

11 Session Art Activities for Young Children

A. Outline

1. Importance of creativity
2. Ways to provide for and encourage creative activities
3. Examples of children's creative art
4. Workshop in using creative art materials

B. Assignments

1. Plan and carry out three creative art activities with children in your day care home

C. Readings

1. Recipes for home-made art materials, activity ideas

12 Session Introduction to Infant Stimulation The Infant Prewalking Stage (Birth to 12 mos.)

A. Outline

1. Discussion of readings and questions
2. Discussion of homemade toys
3. Film: "How Babies Learn" and discussion
4. Consequences of lack of stimulation during infancy
5. Physical development (gross and fine motor development), emotional, cognitive and social development of the infant
6. Ways to stimulate—developmental tasks
7. Discussion of homemade vs. store-bought toys—appropriate selection of toys
8. Home risks and hazards
9. Demonstration with infants (3 mos., 6 mos., 1 yr.)

B. Assignments

1. Make a toy you think would stimulate the growth of a child from 1 to 12 months

2. List things around your home which would present a danger to a child from birth to 12 months
3. List questions about toddlers to be discussed next week

C. Readings

1. "Ways to Help Babies Grow and Learn: Activities for Infant Education" by Charlotte Patterson and Leslie Segner
2. Play Materials for Children: Infancy to Five Years—Developmental Evaluation Center, Denver Department of Health and Hospitals
3. "What to Do When There's Nothing to Do"

13 Session
The Toddler (12 mos. to 2 yrs.)

A. Outline

1. Discussion of readings and trainees' questions
2. Discussion of homemade toys
3. Physical development (gross and fine motor development), emotional, cognitive and social development
4. Ways to stimulate—developmental tasks
5. Toilet training
6. Home risks and hazards to the toddler
7. Demonstration with children (12 mos., 15 mos., 18 mos.)

B. Assignments

1. Make a toy you think would stimulate the growth of a child from 12 months to 2 years
2. List things around your home which would present a danger to a child from 12 months to 2 years
3. Establish a place for water play in your home and list objects which can be used for this activity

14 Session
The Runabout (2-3 yrs.)

A. Outline

1. Discussion of homemade toys
2. Physical development (gross and fine motor development), emotional, cognitive and social development
3. Ways to stimulate—developmental tasks
4. Home risks and hazards
5. Demonstration with children, 2, 2-1/2, and 3 years)

B. Assignments

1. Make a toy you think would stimulate the growth of a child from 2-3 years
2. List things around your home which would present a danger to a child from 2-3 years
3. Plan and prepare a meal for toddlers in which all foods may be self-fed
4. Make a learning book or doll which will teach children to use buttons, snaps, buckles, hooks and eyes, laces and zippers

15 Session
The Preschool Child (3-5 years)

A. Outline

1. Physical development (gross and fine motor development), emotional, cognitive and social development
2. Ways to stimulate—developmental tasks
3. Importance of play
4. Activities for the 3- and 4-year-old child
5. Demonstration with children—large and small motor activities

B. Assignments

1. Establish an outdoor area and an indoor area where children may safely use large muscle activities—climbing, crawling, rolling, jumping and running

16 Session
The School-Age Child

A. Outline

1. Questions and discussion of assignments from previous session
2. Characteristics and needs of elementary school children
3. Problems in working with the school-age child in a day care home
4. Activities appropriate to this age: indoor and outdoor

B. Assignments

1. Make your own bulletin board of interest to children
2. Make a box or unit which contains items of different shapes and textures for guessing games

C. Readings

1. Using Music with Head Start Children

D. Resource people

Parks and Recreation Staff

17 Session
Music and Movement Activities for Young Children—Workshop

A. Outline

1. Importance of music and movement for young children
2. Concepts to teach through music
3. Music and movement activities for day care homes
4. Demonstration

B. Assignments

1. Make a bag of materials which can be used as items in a rhythm band
2. Plan music activities for different age groups of children
3. Perform a movement activity with children in your day care home
4. List questions about discipline to bring to class next session

C. Readings

1. "A Guide to Discipline" by Jeannette Galambos (NAEYC Publication)

18 Session Discipline

A. Outline

1. Discussion of trainees' questions
2. The need for discipline, preventing discipline problems
3. Methods of discipline, what they convey to the child, principle of self-control
4. Ways to handle: swearing, hitting, biting, fighting over toy, writing on walls, acting up when mother arrives, transitional periods
5. Need to deal with feelings of child
6. Film: "Discipline and Self-Control" and discussion

19 Session Principles of Behavior Modification

A. Outline

1. Definition of behavior modification
2. Principles of behavior modification
3. Behavior modification in action—examples of ways to deal with behavior problems faced in day care homes

B. Resource people

1. Colleges and universities
2. State Board for Mentally Retarded

20 Session Building Self-Concept in Young Children

A. Outline

1. Characteristics of a self-concept, how it develops
2. Ways of building self-concept (positive and negative)
3. Characteristics of the normal, healthy child

21 Session The Different Child

A. Outline

1. The different child
2. Hyperactive and withdrawn child, when to get help
3. Learning disabilities, perceptual handicaps
4. Causes of emotional disturbance—ways to deal with
5. The physically handicapped child in a day care home
6. When, how, where to refer
7. Working with natural parents

B. Resource people

Child Psychologist

22 Session
Children's Literature

A. Outline

1. Brief history of children's literature
2. Factors to consider in selecting children's books
3. Review of children's books
4. Storytelling techniques and demonstration
5. Use of visual aids—felt boards, puppets

B. Assignments

1. Set up a corner for children's books and magazines
2. Practice reading and telling a story to children using visual aids

C. Resource people

Public Library Staff

23 Session
Language Development in Young Children

A. Outline

1. Speech vs. language
2. Concrete and abstract language
3. Prerequisites to learning language
4. Talking to young children, listening to them
5. Building positive language
6. Promoting language development—role playing

B. Assignments

1. Devise three word games that will build the vocabulary of young children

C. Resource people

Speech and Language Specialists—Health Centers

24 Session
Working with Parents

A. Outline

1. Discussion of trainees' problems in working with parents
2. Solving differences in methods of working with children: sharing information
3. How to be a substitute mother without taking over the role of the natural mother
4. Working with the natural parent concerning the child—role playing
5. Understanding problems of the working parent

B. Resource people

1. Social workers
2. Counselors

25 Session
Science Activities for Young Children

A. Outline

1. Importance of science for young children
2. Science activities for day care homes
3. Demonstration—workshop

B. Assignments

1. Plant some beans or seeds in a milk carton so the children can watch them grow. Cover until the beans have sprouted.

C. Readings

1. Science and Head Start

26 Session
Outdoor Play Equipment and Activities

A. Outline

1. Importance of outdoor play
2. Making home-made play equipment
3. Field trip to observe outdoor play equipment

B. Assignments

1. Make one piece of outdoor play equipment for use in your day care home

C. Readings

1. "Beautiful Junk"—Project Head Start

27 Session
The Child in Need of Protection

A. Outline

1. Film on the battered child: "Children in Peril" (Child Protection Team, University of Colorado Medical Center)
2. The battered child syndrome—discussion
3. Child abuse—who to call and when

28 Session
Community Resources Referral Agencies

A. Outline

1. Parks and Recreation
2. Better Business Bureau
3. Food stamps
4. Child Welfare
5. Health agencies
6. Legal Aid
7. Action Centers
8. Mental health teams
9. Visiting Nurse and Homemaker Services
10. County extension agents
11. How to refer—following up

B. Resource people

Panel of personnel from Agencies

Some Special Considerations Concerning Home Day Care in Low-Income Areas

☐ Day care mothers living in low-income areas are usually caring for children of other low-income families. Many of them have been crippled by poverty, racism, poor education, lack of medical attention, etc. The families for whose children they are caring sometimes suffer from the same injustices and neglect. In spite of adverse conditions, many of these day care mothers are exceptionally strong, resourceful and loving people, and are able to give a great deal to the children in their care. However, many of them need help, and especially more money, which the parents of the children usually cannot provide.

☐ Public social service departments subsidize a great deal of the child care for low-income working mothers and Work Incentive trainees receiving A.F.D.C. (Aid for Families with Dependent Children). However, the rate at which the caretakers are reimbursed is disgraceful. Some facts and figures from one medium large city will be included here to illustrate this. The figures are probably fairly representative of what is happening in other cities. In this city, the Department of Welfare pays for the day care of approximately 1,000 AFDC families while the mother works or takes training. Child care payments are made to relatives for in-home care, to day care centers, and to day care home mothers. Some of the in-home care providers and day care mothers are themselves receiving AFDC, and when this is so, part of the money they receive is used to reduce their AFDC grant.

☐ Care providers are paid once a month according to the following schedule:

Monthly Payment Schedule for Full Time Care (8 hours per day, 5 days per week)

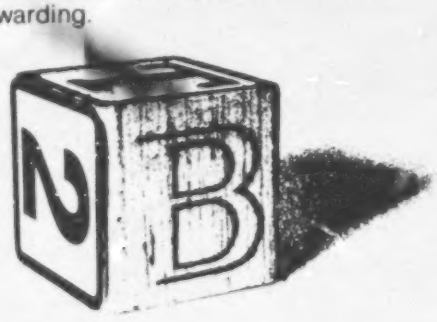
Number Children Cared For	Day Care Mother Not On AFDC		Day Care Mother on AFDC Allowed to Keep After Deductions From Grant
	Children From Same Family	Children From Different Families	
One Child	55.00	55.00	50.00
Two Children	96.00	110.00	70.00
Three Children	127.00	165.00	90.00
Four Children (max. allowed)	158.00	220.00	110.00

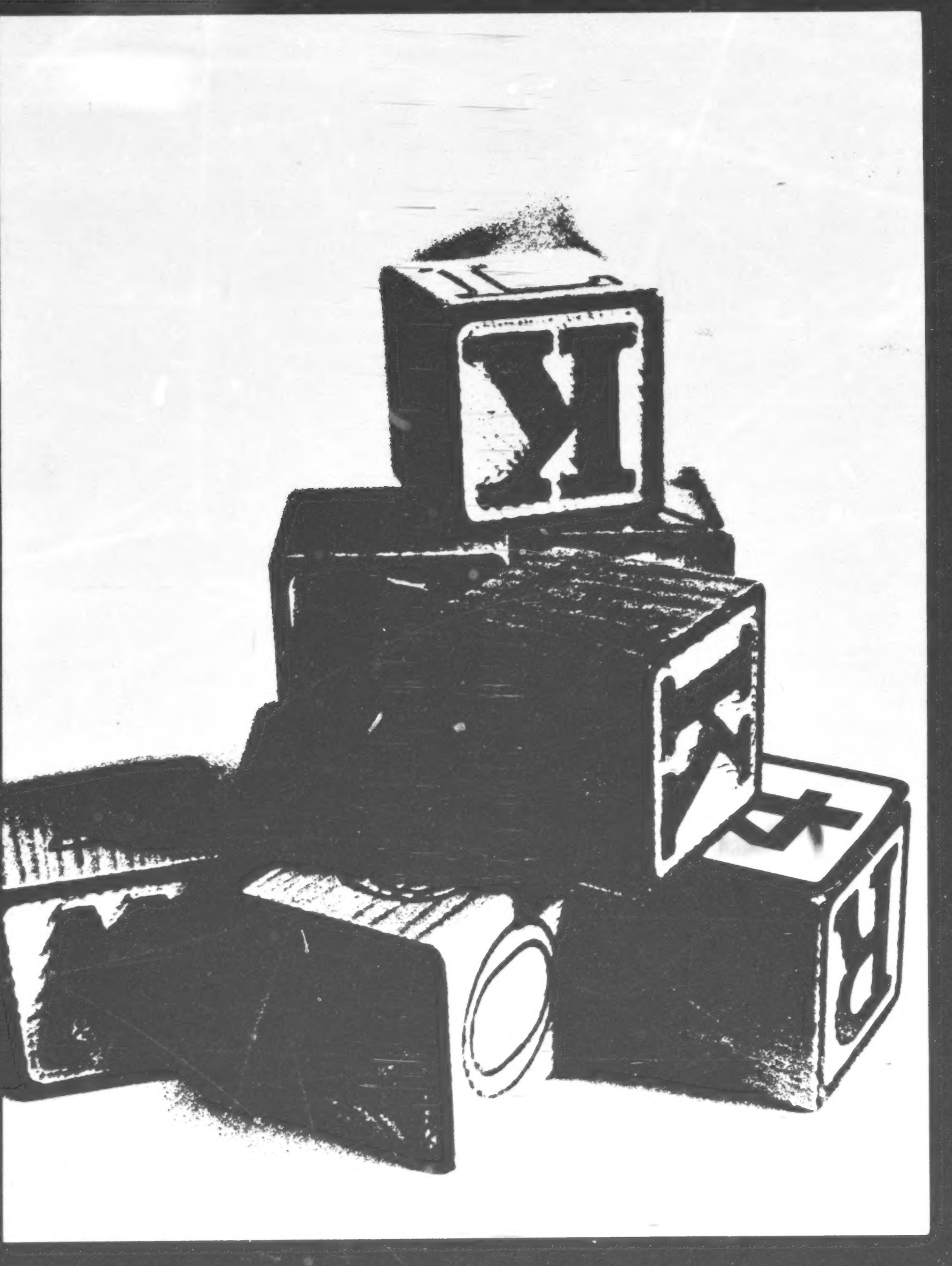
☐ This schedule shows that a mother on public assistance can keep a maximum of $110.00 over her grant; in effect she would be taking care of four children full time in order to make an additional $110.00 per month, or approximately $1.25 *per day* per child!

Mothers not receiving AFDC can make a maximum of $220.00 per month or approximately $2.50 per day per child caring for children in AFDC grants. Mothers usually care for children at least eight hours per day and are also expected to feed the children from the pittance they receive. If they care for children less than five hours per day, the pay is even lower.

☐ Public attention must be drawn to the restrictions and lack of support which are detracting from the provision of good family day care in low-income areas. Social workers and others are struggling with a serious problem armed with only a small portion of what they need in the way of staff and money.

☐ A truly comprehensive program would require much greater subsidization for the care of children from low-income families, either to parents who choose the care or directly to the day care homes. Subsidies also could go for such specific purposes as providing start-up costs to homes—for fences, equipment and materials, cribs, better food for the children, etc. Other elements of support could include provision of substitutes so the day care mother could get out of the house occasionally, or have someone take her place when she is sick or has an emergency. Extra help during part of the day could be supplied by programs for high school or college students. The help of child psychologists, pediatricians, nurses, social workers, etc. is necessary in some cases. Additional support could be such simple things as providing the wherewithal for an occasional luncheon, dinner or movie away from home for the low-income day care mother—anything to make the job easier and more rewarding.




K